

THIRTY-SECOND ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA

1937

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Edmonton, December 31st, 1937.

TO HIS HONOUR,

JOHN CAMPBELL BOWEN,
Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1937.

I remain, Sir,

Your obedient servant,

WILLIAM ABERHART,
Minister of Education.

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REPORT OF THE DEPUTY MINISTER

THE HONOURABLE WILLIAM ABERHART, B.A.,
Premier and Minister of Education,
Government Buildings, Edmonton.

SIR:

I have the honour to submit herewith the thirty-second annual report of the Department of Education.

Reports of the various branches of this Department will be found in their appropriate places. Owing to the general interest in the success attained by the Divisions, it has been thought wise to devote the entire space usually allotted to the Deputy Minister to a report on these Divisions.

During the fall of 1936 eleven school divisions were organized in Alberta, comprising 744 rural school districts. All began operation early in 1937 and, as a result, one year's experience with the new organization is now available.

From reports submitted by the Divisional Boards the following statement has been compiled. The original eleven divisions were: No. 1, Berry Creek; No. 2, St. Mary's River; No. 3, Foremost; No. 4, Cypress; No. 5, Tilley East; No. 6, Taber; No. 7, Lethbridge; No. 8, Acadia; No. 9, Sullivan Lake; No. 10, Peace River; and No. 11, Lac Ste. Anne. Each division consists of five subdivisions, each of which elects a member of the trustee board. Each division has a director of education known as the Superintendent, and a secretary-treasurer who has charge of the office, keeps the records and attends to all the business details arising from the activities of the Board.

The Boards meet monthly, receive reports from their officers and from sub-committees, and discharge the functions common to similar bodies in towns and cities. The following statement, organized under headings which represent their most important activities, will set out the composite experience of these bodies:

(1) *Finance:*

The Act provides that the financing of the schools shall be carried on through the existing municipal organization. The first task of the Board on taking office is a survey of the needs of the Division and the compilation of a budget. When this has been determined, requisitions are prepared for each of the municipal authorities operating within the Division and the Department of Municipal Affairs for Improvement Districts. While it was not the purpose of the new organization to show that educational service could be carried on at a lower cost, it happens that in every Division the actual expenditures have been less than during the last year of operation under the district system. A comparison of actual figures for the Divisions will indicate the relative costs for the years 1936 and 1937:

	Cost of Operation	
	1936	1937
Division No. 1	\$ 27,833.87	\$ 26,881.52
Division No. 2	79,290.92	74,177.00
Division No. 3	101,488.39	87,540.91
Division No. 4	56,930.28	53,373.69
Division No. 5	23,038.41	22,287.11

	Cost of Operation	
	1936	1937
Division No. 6	\$ 60,570.20	\$ 53,880.50
Division No. 7	101,910.93	94,628.76
Division No. 8	64,516.40	54,598.83
Division No. 9	48,327.08	48,224.84
Division No. 10	45,817.29	43,148.58
Division No. 11	65,513.84	64,997.54

(2) *Teachers' Salaries:*

By far the largest item of expense in these operating costs is the charge for teachers' salaries. The Act requires that each Board establish a salary schedule in order that teachers may know definitely what to expect in the way of recognition for satisfactory service, additional training, higher qualifications and the like. Because the Divisions represent areas varying greatly in ability to pay, the schedules adopted vary widely. For example, in one Division no teacher is paid at a rate less than the statutory minimum (\$840.00). In another, the average salary in 1936 was \$769.19, while in 1937 after the adoption of a schedule it was \$815.00. In one of the Divisions a gross amount of \$4,498.19 was added to the salary bill as a result of adopting a schedule. In another Division the average salary increase was \$62.23; and in another the average paid was increased from \$710.00 to \$771.00. In the majority of the Divisions there were large sums owing to teachers in the way of arrears of salary. These amounts have all been assumed by the Divisional Boards. In some cases the arrears have been wiped out entirely. In others agreements have been reached with the teachers whereby the indebtedness will be reduced gradually, the entire amount being paid off in three, four and five years.

(3) *Administrative Costs:*

The Superintendents continue to be appointed and paid by the Province. There is no charge to the Division either for salary or travelling expenses of this official. The secretary-treasurer is appointed and paid by the Divisional Board. During the year under review salaries of these officials have varied from \$350.00 to \$1,250.00. In the larger Divisions the work has proven heavy, and the entire time of the secretary has been required to cope with it. Divisional trustees are allowed a per diem allowance of \$5.00, and travelling expenses to the extent of eight cents per mile when in attendance at Board meetings. In small, compact Divisions, expenditures on this account are very light, while in large sparsely settled Divisions the costs are much higher. Payments to Board members, per Division, on account of expenses incurred in attending regular meetings, carrying out building surveys and straightening out difficulties, vary from \$350.00 to \$800.00. Administrative costs, including furnishing the Board's offices, secretary's salary, expenses of Board members and annual audit, have been from 10 to 35 per cent less than the amounts expended for secretarial service and audits under the district system.

(4) *Supplies:*

Requisition forms were forwarded from the Divisional office to each teacher with instructions that information be furnished by a given date as to the needs of the school in the matter of supplies, teaching aids, etc., for the balance of the year. When these were returned all items were consolidated into one list and tenders invited from the various supply houses. These tenders indicated that savings of from 25 to 40 per cent could be made by bulk purchase. Orders were accordingly placed and supplies delivered according to directions. In most Divisions the goods were all delivered at headquarters and distributed from

there. In addition to the saving, another great advantage accrued. The supplies were all secured promptly and were in the school and available when needed. Lack of the necessary text-books and the most essential supplies had before this reduced the efficiency of many a school more than 50 per cent, to say nothing of driving conscientious teachers to despair. Similarly, great savings have been made through the bulk purchase of fuel. In every Division, furniture no longer required in a particular school was found available to transfer to points where it was needed. In this way almost no outlay for heavier equipment was required. In the future by means of inventories, kept up to date, Divisional Boards will be able to use all their equipment to maximum capacity.

(5) *Buildings and Repairs:*

In several Divisions building programmes had to be carried on due to loss of former buildings by fire, as at Coutts; opening of new enterprises, as at Picture Butte; or shift in population which made extension of facilities necessary. Difficulties in financing these activities were experienced at some points, but ultimately solutions were found. In others practically no re-conditioning had been done since the onset of the depression. Thus repairs were in arrears as much as five or six years. In such Divisions surveys were carried out to see where these repairs were most needed. With this information before them the Boards adopted comprehensive policies covering a period of years which would distribute the cost, take care of the most pressing cases, and meet the situations confronting them in a business-like manner. While no effort has been made to estimate the value of this repair work, in one Division alone re-conditioning to the value of \$9,000.00 was completed.

(6) *Teacher Placement:*

At the close of the school year (June, 1937) several teachers asked for transfers to other schools; similarly several district boards asked that they might have a change of teacher. In practically every instance such transfers and replacements were made entirely without friction and to the satisfaction of all concerned. In a few instances it was found necessary to refuse re-appointment to teachers. Although there were approximately sixty appeals to the Board of Reference on the part of teachers in July, 1937, not one of these appeals came from teachers serving in a Division. With an assured position on a salary schedule, and expectation of prompt payment of salary, teachers are quite willing to accept transfers to other schools where their particular type of service will be found most useful. It is now possible to envision an ever-increasing group of rural school specialists, i.e., teachers who remain in rural schools from choice and who have, through experience, specialized training, facility with single-room type of organization and community interest, made themselves almost priceless as rural citizens. It will be the ambition of the Divisional administration to make the conditions of service so attractive to such teachers that there will be no temptation to them to seek city appointments.

(7) *Adjustments in Operation:*

In several of the sections of the Province served by the Divisions there have been such shifts in population as to make the operation of considerable numbers of schools uneconomical. Under the Act provision exists for the joint operation of two schools, with transportation allowances in the case of children too far away from the school actually being operated. In the two northern Divisions no schools have been closed, but additional rooms have been opened. In the south, however, not less than twenty-five schools were closed, and the children still remaining in the districts provided for in neighbouring schools. This has

resulted not only in a considerable saving in money, but in more efficient schooling for the children as well. In other cases school buildings have been moved to locations calculated to serve the children of the community more conveniently. That 25 schools were closed does not mean that there was a net loss of that many rooms. New rooms were opened in areas where population is on the increase, and high school rooms opened to meet the needs of those desiring advanced training.

(8) *High School Facilities:*

It is in this particular field that the Divisions have made their most significant achievement. One Board is able to say that no pupil in the entire Division who wished to proceed from the Intermediate School to High School last September was prevented from doing so. Next mid-summer this Board plans to open an additional high school room in the extreme north of the Division to serve more conveniently the children residing there. In another, three high school rooms were opened in widely separated sections of the Division to meet the needs of pupils in those areas. In three Divisions where it was found impossible to arrange high school facilities for certain pupils, due to the sparseness of population, the Board paid for correspondence courses at the rate of \$8.00 per unit for all children so circumstanced. In one Division the enrolment of high school pupils for the year 1937 increased from 28 to 68, an increase of 142%. This was made possible largely through the Divisions paying tuition fees to the amount of \$2,450.00. Every superintendent reports some action looking towards the provision of increased opportunity for high school study and an increased number taking advantage of it. Nor are the courses all of the academic type. A beginning has been made in several Divisions in providing such practical courses as general shop, household economics and typewriting.

The Board of Lethbridge School Division No. 7 submitted the following report of the year's activities to the ratepayers of the districts comprised in the Division:

"You will doubtless be interested in knowing something of the cost of operation of the schools in the Division for 1937 as compared with the cost of the same schools in the year 1936.

"In 1936 the total amount spent by School Districts was \$117,981.84, but certain deductions should be made to show the actual operating cost for that year. A statement is as follows:

Amount spent by School Districts in 1936		\$117,981.84
Less: Paid on debentures	\$6,466.21	
Paid on old accounts, notes and loans	2,924.84	
Paid on buildings and chargeable to capital account	6,679.86	
		<u>16,070.91</u>
Operating cost for 1936		<u>\$101,910.93</u>

"This amount includes \$4,778.65 for ordinary repairs not chargeable to capital account.

"In order to get a fair picture of the cost of operating the Unit certain amounts should be added to the amounts shown in the Auditor's statement, and one item deducted, as follows:

Payments made as per statement	\$89,364.32
Sundry payments made as per statement	1,476.20
Teachers' salaries from January 1, 1937, to January 21, 1937, and charged to Districts	3,651.29
Accounts payable to December 31, 1937	1,531.75
	<u>\$96,023.56</u>
Less paid on buildings chargeable to capital account	1,394.80
Cost of operating the Division for one year	<u>\$94,628.76</u>

"This last mentioned amount includes \$5,005.75 paid for ordinary repairs.

"**There was a saving** on the year's operation of \$7,282.17.

"In passing, I should like to call attention to a few matters which should be borne in mind in comparing the relative costs:

"1. In September, 1937, the Divisional Board revised the teachers' salaries with the result that there was a general increase, although in a few instances a reduction was made to bring about uniformity.

"2. Commencing with September, 1937, free supplies were furnished to all schools of the Division, whereas formerly only a few districts followed this plan.

"3. A music instructor was employed to supervise the teaching of music in all the schools of the Division. He commenced work on September 1st.

"4. At the expense of the Division, arrangements were made with the Lethbridge Public Library whereby library service is being furnished to all the schools in the Unit, and suitable books are forwarded to each school monthly, with opportunities for more frequent exchanges between schools where desired.

"5. In addition to the ordinary van service furnished where a school has been closed, arrangements have been made whereby sixty-five high school students from surrounding districts are being conveyed by van to the larger centres of Nobleford, Picture Butte, Shaughnessy or White.

"During 1936, the Sunnyside Colony in Dunbar School District and New Rockport Colony operated private schools. In February, 1937, New Rockport was formed into a School District, and the school has since been operated at the expense of the Division. The school at the Sunnyside Colony was also operated by the Division from September 1st, 1937.

"Respectfully submitted,

"G. C. PATERSON,

Secretary-Treasurer."

Other Divisional Boards have sent similar statements to the local districts in order that the most complete information may be available to all ratepayers. In the main, the co-operation of the districts with the Divisional Boards has been very gratifying, and every effort will be made on their part to merit a continuance of these relationships.

I have the honour to be, Sir,

Your obedient servant,

G. FRED McNALLY,

Deputy Minister.

REPORT OF THE SECRETARY OF THE DEPARTMENT

(M. M. O'BRIEN)

During 1937 the Government, through the Department of Education, made the necessary arrangements for the education of deaf and blind children in schools for such children in other provinces. The total number of schools to which these handicapped children were sent was six; these being the Manitoba School for the Deaf at Winnipeg, the Ontario School for the Blind at Brantford, the School for Deaf Girls at Montreal, the School for Deaf Boys at Montreal, the Nazareth Institute for the Blind at Montreal, and the School for the Deaf and Blind at Vancouver. The total number of deaf children taken care of was 83, and the total number of blind children taken care of was 23.

During the June term there were 62 pupils in attendance at the school in Winnipeg. Three of these pupils completed their courses at the end of June, and two other pupils did not return for the fall term. Eleven new pupils entered school in the fall, and one boy who had remained out for a year returned, making a total of 69 for the December term. Two boys had to return to their homes in November owing to their inability to make satisfactory progress at the school. One boy who attended at the Vancouver School during the June term did not return for the December term. As of December 31st, 1937, the attendance of pupils at the different schools was as follows: 67 at the Manitoba School for the Deaf, 3 at the School for Deaf Boys in Montreal, 3 at the School for Deaf Girls in Montreal, and 2 at the School in Vancouver. Assistance was also continued until June 30th on behalf of a physically handicapped deaf girl, who was taken care of by a private arrangement.

There were 19 blind children taken care of at the Ontario School for the Blind at Brantford during 1937. Nineteen students attended during the June term, and one boy did not return for the December term owing to ill-health. There was one blind boy in attendance at the Nazareth Institute for the Blind in Montreal, and there were three blind children in attendance at the Vancouver School during the June term. These three students did not return to school for the December term.

The total amount expended on behalf of the deaf and blind children for the fiscal year ended March 31st, 1937, was \$43,326.58, or \$9,351.50 in excess of the amount expended in the previous year. This increase in expenditure was caused by the increased number of students taken care of, and also by the fact that the Manitoba School for the Deaf extended the school year.

As in former years, a grant was made by the Legislature to the Canadian National Institute for the Blind, the amount of the same being \$7,500.00 for the fiscal year ended March 31st, 1937. The amount was equally divided between the two Alberta committees, the Northern Alberta Committee with headquarters in Edmonton and the Southern Alberta Committee with headquarters in Calgary. The southern area is served by an executive committee of twelve members. The southern area is served by an executive committee of 12 members residing in the City of Calgary and the northern area by an executive committee of 10 members residing in the City of Edmonton. These committee members give their services free. In addition to the committees, there are at each headquarters, offices for the executive officer, the blind teacher, office assistants and workroom assistants where the different phases of the work that the Institute engages in during the year is handled. The executive officers and teachers are blind persons, and these officials and the necessary assistants are regularly employed and receive regular salaries. The total amount expended in Alberta during 1936-37 was

\$17,515.77. In addition to the grant made by the Legislature it was necessary, therefore, for the two committees to obtain additional funds, and these funds were raised by campaigns conducted under the auspices of the Institute.

SPECIAL CLASSES

Two sight-saving classes conducted in the Province were still being operated in 1937. In the class in Calgary there were 20 pupils and in the class in Edmonton 12 pupils. Classes for sub-normal children were again conducted under the two Calgary School Boards and the Edmonton Public School Board. The Calgary Public School Board had six such rooms in operation, with a total enrolment of 115 pupils; the Calgary Separate School Board had one room with 10 pupils, and the Edmonton Public School Board had six rooms with 103 pupils. These rooms received grants from the Government, through the Department of Education, on a different basis than the regular school grants, the rate being 50% of the teacher's salary. For the six rooms for sub-normal pupils and the one sight-saving class conducted by the Calgary Public School Board the grant paid was \$6,075.00. The one room for sub-normal pupils conducted by the Calgary Separate School Board received a grant of \$493.69, and the six rooms for sub-normal pupils and the one room for the sight-saving class in Edmonton received a grant of \$6,358.20.

LOANS TO NORMAL SCHOOL STUDENTS

There is a considerable balance still outstanding on the loans made to Normal School students prior to 1932. Collections are still being made, and during 1937, 103 teachers made payments against their accounts and 40 other teachers closed out their accounts. During the fiscal year ended March 31st, 1937, there was collected on these loans \$9,590.52 principal and \$2,856.26 interest. The balance outstanding on these loans at the end of the fiscal year was \$99,021.08 principal and \$23,380.30 interest.

LOANS TO SCHOOL DISTRICTS

There is still a considerable balance outstanding on the loans made to school districts during the years 1915 to 1932. During the fiscal year 1936-37 there was collected on school district loans \$2,440.17 principal and \$7,045.58 interest. Seventy-one school districts made payments against their accounts. The balance outstanding on these accounts as at March 31st, 1937, was \$320,698.62 principal and \$178,952.75 interest.

OFFICIAL AUDITORS

For the year ended December 31st, 1937, there were 978 official auditors appointed to audit the books and accounts of school districts. The reports received from these auditors were, generally speaking, quite satisfactory. It was found necessary to submit claims to the Bond Companies on behalf of six school districts, and the Bond Companies paid on the shortages \$3,431.52.

REPORT OF THE BOARD ADMINISTERING THE EDUCATION OF SOLDIERS' CHILDREN ACT

(M. M. O'BRIEN, *Honourary Secretary*)

In order to take care of the payments to children receiving assistance under The Education of Soldiers' Children Act for the balance of the academic year which ended June 30th, 1937, the Legislature made a grant at the 1937 session of the Legislature of \$5,000.00. This made no provision for awards for the

academic year 1937-38. The matter received considerable attention by soldier organizations and members of the Government, and the Government decided to provide \$10,000.00 for the purpose of making awards during the balance of the fiscal year, that is, the year ending March 31st, 1938.

As the term of office of the members of the Board administering this Act had expired, a new board was appointed. This Board consists of two members of the former board, Lt.-Col. T. C. Sims and M. M. O'Brien, and a third member in the person of R. A. Douglas.

Due to changes in the regulations regarding intermediate and high schools and due to the necessity of a student now obtaining Grade XII, new regulations were brought into effect by Order in Council as provided for under the Act. A departure was made with regard to the grades assisted. Formerly assistance was given to Grades IX, X and XI. Under these new regulations assistance is now granted to students in Grades X, XI and XII, which are now the high school grades.

The 1936 report gave particulars regarding the number of students receiving awards and the total amount expended as for the fiscal year ended March 31st, 1936. The number of students receiving awards during this period was 265 and a total amount of \$12,015.61 was expended. During the fiscal year ended March 31st, 1937, there was quite an increase in the number of students, the number being 343. Owing to the increase in the number of students, there was quite an increase in the total amount awarded, and it was necessary to obtain additional funds to supplement the amount voted for this purpose. The total amount expended for the fiscal year ended March 31st, 1937, was \$15,469.39.

Statistics for the fiscal year 1936-37 are as follows:

	Boys	Girls	Total
1. Technical Courses	5	4	9
2. High School (Academic)	138	152	290
3. High School (Commercial)	1	30	31
4. Agriculture	8	4	12
5. Nursing		1	1
	152	191	343

REPORT OF THE SUPERVISOR OF SCHOOLS

(H. C. NEWLAND)

During the year 1937 the Department of Education has carried forward the revision of the school programmes, begun three years before, and has brought into full operation the new policies inaugurated during the preceding year. On the whole, the new programmes are working out with a large measure of general satisfaction. But at the same time it must be stated emphatically and unequivocally that the new programmes, no matter how sound they are in principle, will not realize the objectives at which they are aimed unless two very important conditions are met:

First, a high standard of classroom instruction must be maintained by competent teachers who are well paid for their services.

Second, every school must be supplied with the necessary reference books and other indispensable equipment.

THE GENERAL SCHEME OF THE NEW PROGRAMMES.

On the scale of school achievement there are twelve steps or degrees of advancement—the so-called grades from I to XII. The scale has three divisional points: at the end of Grade III, of Grade VI, and of Grade IX. These divi-

sional points are also promotion points. Pupils are promoted from Division I of the Elementary School to Division II, and from Division II of the Elementary School to the third division, which is known as the Intermediate School, and from the Intermediate School to the fourth division, which is the High School. At the end of Grade IX and of Grade XII, there are Departmental examinations.

Within a division there is no promotion from grade to grade; and the teacher is free to place the pupils where they can work to best advantage. Moreover, there are no formal promotion examinations, save in the case of promotion from the Intermediate School to the High School. Within each division the programme is integrated and consolidated in such a way that the whole group of pupils may participate in the same instructional activities; for example, in Music, Dramatics, Health and Physical Education, Literature and Language, Social Activities or Experiences, Social Studies, General Shop, or Home Economics. This arrangement not only gives better education, but effects a great saving of time, especially in small schools. Since the first two divisions, which comprise the Elementary School, are very closely associated, the scheme of organization may be described as "6-3-3."

The first school programme used in Alberta was drawn up in 1902 by Dr. D. J. Goggin, then Principal of the Regina Normal School, and a member of the Council of Public Instruction for the North-West Territories. This programme covered the full range of our present grades from I to XII, but was based on a system of eight "standards." Standards I to V covered the range from Grades I to VIII, and Standards VI, VII and VIII corresponded to our present Grades X, XI and XII. Dr. Goggin's system of standards was substantially the old Ontario system of five "classes" and five "readers" in the public school. Since that day there has been a very definite trend away from the practice of confining a child's reading within the covers of a single book. At first, "supplementary readers" were added; and now we prescribe, not a single book, but a list of books—a classroom library, in other words—from which pupils may choose their reading.

Although the old Territorial regime passed away in 1905, Dr. Goggin's school programme remained in the new Province of Alberta until 1912, when it was rewritten by a committee under the chairmanship of Dr. H. M. Tory, the first President of the University of Alberta. The most important change of that time was the substitution of "grades" for standards. It had been found that the average child could not complete the five "standards" of the public school programme in five years, but really requires eight years. Accordingly, eight "grades" were put in the place of the five "standards," the achievement required in each grade being approximately what the average child can accomplish in one year. Today, according to the latest Annual Report of the Department of Education, the modal age of children entering Grade I is, for the Province as a whole, 7 years, and the modal age in each successive grade increases by one year, being 14 years for Grade VIII, 15 years for Grade IX, and 18 years for Grade XII. Many children, of course, complete the programme in a much shorter time, but the new system of "a grade a year" was less likely than the old to induce a sense of failure in the child of average ability.

In 1922, an entirely new programme was introduced, which had been drafted by a Curriculum Committee under the direction of our present Deputy Minister, Dr. McNally. This programme, with some occasional refurbishing and revamping, served until the year 1936. Thus there were but *two* changes in thirty years, and *only one of these was fundamental*. In 1935, it was found that several of our authorized textbooks had been in use for 15 years, and some for a longer period.

THE ELEMENTARY SCHOOL PROGRAMME

The new Programme of Studies for the Elementary School was introduced in all schools of the Province in September, 1936. It is based on the so-called "enterprise" procedure. According to the programme, "an enterprise is a definite undertaking; teachers and pupils agree on it and tacitly promise to carry it through as agreed. It is chosen after consideration for its interest and value; carefully planned in advance, carried out according to plan, and brought to a definite conclusion; after which some reckoning of gains is made. It is not only a carefully organized undertaking in itself, but it is also an integral part of a three-years' course.

Each enterprise involves planning, the organization of ideas and materials, and co-operation. It involves both mental and manual work, growth of ideas, and the practice of skills. A well-chosen enterprise—

Is centered in the interests of the pupils;

Is within the range of their ability;

Suggests several kinds of work to be done;

Provides different types of social experience;

Is susceptible of completion in a reasonable length of time."

The enterprise is planned by the group, and carried out with a minimum of help from the teacher. The outcomes of an enterprise comprise generalizations and insights, attitudes and appreciations, abilities and traits of character, skills and knowledge.

This new programme, now in effect for more than a year, has quickened the pulse of classroom activity in thousands of Alberta schools. Several thousand teachers have taken special courses in enterprise education at the Summer School. There seems little doubt but that the programme will succeed if school boards will supply the necessary equipment.

THE INTERMEDIATE SCHOOL PROGRAMME

The General Committee on the Programme of Studies for the Intermediate School met in the Government Buildings, Edmonton, on Thursday and Friday, February 4th and 5th, 1937. The following members were present: Dr. W. G. Carpenter, Director of Technical Education, Dr. M. E. Lazerte, Director of the School of Education, University of Alberta, Mr. E. L. Fuller, Chief Inspector of Schools, Mr. H. E. Balfour, Senior Inspector of High Schools, Dr. D. J. Dickie, of Edmonton Normal School, Principal G. K. Haverstock, Miss Genevieve Twomey, and Mr. Trout of the Camrose Normal School, Miss Olive Fisher and Mr. G. K. Sheane of the Calgary Normal School, Inspector W. E. Hay of Stettler, Mr. W. D. MacDougall, Principal of the Normal Practice School, Edmonton, Mr. Stanley Deane, Representative of the Alberta Teachers' Association, and the Supervisor of Schools, who acted as chairman.

The Committee added to the new programme for Grade IX, which had already been introduced, a new programme for Grades VII and VIII, built on the same lines as the Grade IX programme. It embraces optional as well as compulsory subjects, and provides for supervised study and remedial work in English. Moreover, the programme was integrated and consolidated in such a way that in the smaller schools Grades VII, VIII and IX may be combined for instruction in Literature, Language, Health, Art, Music, Dramatics, General Shop, and Home Economics.

THE INTERMEDIATE SCHOOL

The complete programme for the Intermediate School was introduced in September, 1937. The programme and activities of the Intermediate School are specially suited to the needs of the pupils of the "between ages"—pupils from eleven to sixteen years of age. The average age for Grade VII is 13, and for Grade IX is 15; but pupils in this group will range from two years below to two years above these ages. It is a difficult matter for most adolescents to make a wise choice from the adult occupations. Some will later go to the farm; some will go into a trade, some into business; some will find clerical or civil service positions; and some will enter the professions. But the intermediate school cannot segregate these groups. It must offer a sound "core" of instruction that is of value to all pupils, and, by way of enriching the programme, make provision for individual interests and aptitudes through elective and more or less exploratory courses. The intermediate school must be a preparatory school for pupils who will proceed to the high school; but at the same time it must serve as a "finishing school" for pupils who, for one reason or another, are unable to advance beyond Grade IX.

Many pupils who have no aptitude for academic training drop out of Grade VII or VIII with a sense of inadequacy and failure, when they could still profit from further education if it were of a kind suited to their needs. It is the proper function of the intermediate school to offer a programme that will appeal to all pupils of the adolescent group; a programme that is complete in itself and valuable in its own right, without regard to preparation for the high school; a programme that will, in effect, enable pupils who leave school to do so with a sense of accomplishment.

The intermediate school must accept responsibility for completing the education of many young citizens. It should, therefore, inculcate loyalty to the democratic ideal, and exemplify in its programme, procedures and government, the value and efficacy of that ideal. It should continue the programme, begun in the elementary school, of teaching the pupil how to examine both sides of a question, how and where to find facts, and how to use the evidence of authorities in reaching a conclusion. It should preserve and foster the spirit of personal freedom, evoked in the elementary school by the enterprise procedure.

The Intermediate School will have the following distinctive features:

1. A programme that combines a diversified curriculum with some of the social activities of daily life.
2. Teaching procedures and a system of management that are appropriate to the needs of adolescent pupils.
3. Some attempt at educational and vocational guidance.
4. A special plant and equipment.

The curriculum consists of a "core" of traditional subjects—though the number of these that should be included is an open question—supplemented with elective optional subjects. Adolescent pupils can profit from instruction in the traditional subjects, if the material is properly selected for their instructional level, and is organized in short simple units, presented in a practical setting. The "core" includes a sound training in the fundamentals of oral and written English; or more or less comprehensive view of the world today, through the Social Studies; the rudiments of Science in everyday life, together with the foundation Science for health rules and physical recreation, and some knowledge of the technique and great discoveries of Science; and finally, the practical application of useful concepts in Mathematics.

The *elective* and *optional* courses are of three kinds:

- (a) Those designed to develop *cultural appreciation*, and to train for leisure-time hobbies and avocational pursuits. Amongst these will be courses in music, art, craftwork and dramatics, involving participation in clubs, plays and the school band or orchestra.
- (b) *Exploratory courses*; such as courses in general shop, commercial and industrial art, home economics, typewriting and bookkeeping. These courses will explore the personal resources of the pupils through suitable and adequate activation, intelligent selection, and experimental direction.
- (c) *Prevocational* courses, similar to those listed in the preceding paragraph, but more intensive and extensive. These courses can be specially adapted to the needs of pupils whose educational limit will be reached at or below the level of Grade IX.

The programme provides for avocational, social, recreational activities, in order to promote social co-operation and wholesome social attitudes.

The teaching procedures, methods of discipline, and administrative control in the intermediate school must be adapted to the peculiar mental, emotional, and physical needs of adolescent pupils. The teachers should be experts in the psychology of adolescence. Teaching procedures should also be adjusted to differences in mentality, special aptitudes, personality and physique. Sound methods of diagnosis should be employed, leading to appropriate remedial measures, and educational or vocational guidance. Promotion within the intermediate school should be more or less casual, determined less by rigid requirements than by the special needs of the pupils concerned. Promotion tests and examinations should be internal.

The special plant and equipment of the intermediate school should include classroom libraries and committee rooms, a general library and reading room, an auditorium and stage for assemblies and dramatics, a gymnasium, properly equipped shops and laboratories, typewriting rooms, and special rooms for art, craftwork, sewing and home economics.

Like the Elementary School Programme, this one is also a protest against formal methods of instruction and rigidly prescribed lesson material. The course outlines are suggestive, not prescriptive. Teachers will select from these according to the needs of the particular class or group being taught. The time schedule is specifically designed to prevent overloading of the daily programme of instruction. It allows the pupils a certain amount of free time every day, through provision for library periods, periods for remedial work in English, and for supervised study. Homework is minimized, being in fact quite inimical to the genius of the Intermediate School.

Every teacher will now be a teacher of English, since neither Language nor Literature are compartments separate from other parts of the programme. The social ideals embodied in Literature selections will be subject to scrutiny in the Social Studies class. Pupils reports on outside reading and the concise statements required in observations and experiments will supply practical exercises in Oral and Written Language. Grammar will be taught not for its own sake, but as a tool to be used for effective expression. In the Literature class, pupils will not so much be taught Literature as be guided in exploring the field of reading, in enlarging their reading interests, and in finding good material of the kind they most enjoy. The measure of successful work will be the pupils' evident desire to talk freely about their experiences with Literature and to read more and better books. In short, Literature is now like Music, an appreciational rather than a

content subject, with the result that the pupils' enjoyment of Literature will no longer be marred by the dread of an examination.

The Social Studies introduce pupils to some of the problems of contemporary civilization, and show how these problems arise from the rapid development of science, invention and industry.

Statistics regarding the optional subjects of Grade IX will be found below. General Shop, Elementary Bookkeeping and Junior Business, Home Economics and Typewriting—the so-called “practical” subjects—are likely to be very popular. In the larger centres, where the school boards can make the necessary provision for offering a wide range of optional subjects, the selection can be left to the pupils' choice; but in the smaller centres, where school boards cannot offer a wide range, the pupil is forced to choose what the school board can offer; and because of this circumstance a few of the optional subjects really become compulsory. In this respect, the newly organized larger divisions will be able to offer better advantages to rural children in the Intermediate School, because they will be able to offer a range of optional subjects comparable to that offered in the cities.

THE GRADE IX EXAMINATION

The Grade IX Examination is the special charge of the High School Entrance Examination Board. This Board has made a liberal use of the newer techniques of examining, in an attempt to measure all-round growth and development of the pupils rather than their ability to reproduce memorized but meaningless “facts.”

A new system of record cards for intermediate school pupils has been introduced. On these cards there appear data relating to pupils' mental ability, special interests and aptitudes, general school record, health and personality.

It is hoped that superintendents of the new division will follow the established practice of city superintendents in adopting a uniform system of *cumulative record cards* for all pupils of the Elementary and the Intermediate School.

On the results of the Grade IX Examination, supplemented by data from the record cards, pupils who have completed the Intermediate School Programme are assigned a rating of “A”, “B”, or “C”; and on the basis of this rating, the pupils are guided in the choice of their High School Programme. A statistical summary of the results of the Grade IX Examination will be found below.

GENERAL COMMITTEE ON THE HIGH SCHOOL PROGRAMME

The General Committee on the High School Programme met in the Government Buildings on January 28, 29 and 30, 1937. Three new members of this Committee were introduced by the chairman: Dr. W. A. R. Kerr, President of the University of Alberta, to take the place of Dr. R. C. Wallace; Dean W. H. Alexander, to take the place of Professor John McDonald; and Dr. O. J. Walker, who was added to the Committee in order to give more representation to the Sciences. Members present were the following: President W. A. R. Kerr; Dean W. H. Alexander; Dr. O. J. Walker; Dr. G. Fred McNally, Deputy Minister of Education; Dr. W. G. Carpenter; Dr. M. E. Lazerte; Mr. H. E. Balfour; Dr. D. M. Sullivan; Mr. H. C. Clark, A.T.A. representative; and the Supervisor of Schools, who acted as chairman. The Honourable Wm. Aberhart, Minister of Education; Mr. E. L. Fuller, Chief Inspector of Schools; and Mrs. A. H. Rogers, representative of the Alberta Trustees' Association, were unable to be present.

The Committee decided to recommend that in September, 1937, a revised programme be introduced for Grade X, built on the following plan:

1. The school day will comprise eight class periods, of which one must be a study period. Thirty-five periods per week will be available for instruction.

2. Every subject on the programme will carry as many credits as the number of periods per week to be devoted to instruction in that subject. In one year a student may earn thirty-five credits. Students who complete the three-year programme, earning 100 or more credits, will be granted the High School Diploma, which will be the same for all students, no matter what subjects or courses are taken.
3. The lines formerly separating the Academic, Technical and Commercial courses will be erased. Only three subjects will be compulsory for all students: English, including Literature and Language, Social Studies, and Health and Physical Education. Students will be free to elect other subjects according to their interests or aptitudes.
4. The Grade X subjects, with the number of credits carried by each are as follows:

Compulsory Subjects:

(To be taken by every student in every school)

- English 1. (5)
 Social Studies 1. (5)
 Health and Physical Education. (3)

Academic Subjects:

(Mainly for Normal Entrance and Matriculation):

- | | |
|------------------|----------------|
| Algebra 1. (5) | French 1. (5) |
| Geometry 1. (5) | German 1. (5) |
| Chemistry 1. (5) | Physics 1. (5) |
| Latin 1. (5) | |

Optional Subjects:

(For all students)

- | | |
|-----------------------------|-----------------------|
| Contemporary English 1. (3) | Physical Geology. (3) |
| Dramatics 1. (4) | Bookkeeping 1a. (3) |
| Music 1. (4) | Stenography 1a. (3) |
| Art 1. (4) | Typewriting 1a. (3) |
| Mechanical Drawing. (3) | General Shop. (4) |
| General Mathematics 1. (5) | Home Economics 1. (4) |
| Biology 1. (3) | Needlework. (3) |
| General Science 1. (5) | |

Commercial Subjects:

(For Commercial High Schools, or "composite" high schools)

- | | |
|--------------------|-------------------------------|
| Bookkeeping 1. (5) | Commercial Mathematics 1. (5) |
| Stenography 1. (5) | Spelling 1. (2) |
| Typewriting 1. (5) | Penmanship 1. (2) |

Technical Subjects:

(For Technical High Schools, or "composite" high schools)

- | | |
|------------------------|---------------------------------|
| Metal Work 1. (9) | Arithmetic & Mensuration 1. (4) |
| Woodwork 1. (9) | Physics of the Home. (5) |
| Electricity 1. (9) | Fabrics and Dress 1. (9) |
| Printing 1. (9) | Home-making 1. (9) |
| Arts and Crafts 1. (9) | |

After joint deliberation with representatives of the Faculty Committee of the University of Alberta, the Committee accepted a scheme for Matriculation requiring seventeen *academic* subjects, distributed in the following manner: five in Grade X, five in Grade XI, and seven in Grade XII. This scheme will make it necessary to abandon non-academic optional subjects in the Grade XII Matriculation course; but such subjects will be retained for all students in Grades X and XI.

The Committee recommended that a restriction be imposed on one-room and two-room high schools, in order that such schools desist from the attempt to offer the complete High School Programme in three years. The Committee suggested further that the possibility should be canvassed of setting up a junior college to offer work of the University level to students holding a high school diploma. It seemed possible that the University of Alberta might be able to offer a two-year course to students who do not seek to qualify for any of the professions.

The sixth meeting of the General Committee was held in the Buildings on Thursday and Friday, October 14th and 15th, 1937. The following members were present: Hon. William Aberhart, Premier and Minister of Education; Dr. G. F. McNally, Deputy Minister of Education; Dr. W. A. R. Kerr, President of the University of Alberta; Dr. W. H. Alexander, Dean of the Faculty of Arts and Sciences; Dr. O. J. Walker, Department of Chemistry; Dr. M. E. Lazerte, Director of the School of Education; Dr. W. G. Carpenter, Director of Technical Education; Mr. E. L. Fuller, Chief Inspector of Schools; Mr. D. M. Sullivan, Inspector of High Schools; Mrs. A. H. Rogers, Secretary of the Alberta Teachers' Association; Mr. H. C. Clark, Representative of the Alberta Teachers' Association; and the Supervisor of Schools, who acted as chairman. Dr. Coffin, Principal of the Calgary Normal School, was present for the second day's session.

The following important recommendations were made at this meeting:

1. That the classification of subjects already introduced in the Grade X programme be continued in Grade XI.
2. That the courses offered in Commercial and Technical schools be brought into line with other courses, and be put on a basis of thirty-five credits a year, with provision for at least seven Grade X credits, and ten Grade XI credits, in optional subjects that are not vocational.
3. That Departmental Examinations in Grade X subjects be abandoned; and that schools offering Grade X instruction be allowed to recommend their students for credit. The requirements governing recommendations will be printed with the High School Regulations.
4. That schools having only a minimum amount of equipment and a minimum amount of time available for instruction in Grade X subjects be restricted in the number of credits for which recommendations may be accepted.
5. That recommendations for credit be accepted only from teachers holding proper qualifications for teaching the subjects of the Grade X programme.
6. That the Department of Education be requested to provide for more supervision in the High Schools.

The Committee has under consideration a new scheme for Matriculation from Commercial schools; and also the new programme for Grade XI, to be introduced in September, 1938.

THE 1937 SUMMER SCHOOL

For several years past, summer school courses have been offered in shop subjects, Arts and Crafts, and Home Economics at the Provincial Institute of Technology and Art, Calgary. In July, 1937, this offering at Calgary was greatly extended in order to serve the needs of teachers in the southern part of the Province who desired courses of the following types:

1. Courses for credit against Normal School deficiencies.
2. Courses in "enterprise" work.
3. Professional courses leading to the First Class Certificate.
4. Courses qualifying for the teaching of Grade IX and Grade X optional subjects.

The instructional staff at Edmonton numbered 58; and the Calgary staff was increased to 46. A considerable sum was spent in amplifying the library resources both at Calgary and at Edmonton. New ground was broken in bringing to the Summer School two outstanding teachers, who divided their time between Calgary

and Edmonton, and infused new enthusiasm and vitality in the summer school classes. One of these instructors was Miss Mary Lothrop, Principal of the Magnolia Avenue Elementary School, Los Angeles, California, who assisted with the course on Enterprise Education, and also offered a special course for experienced teachers on the work of the *activity programme*. The other instructor, Miss Anne Savage, Head of the Art Department, Baron Byng High School, Montreal, assisted with the courses in Art, and gave special lectures on present-day trends in School Art.

The net enrolment at the Department's Summer Schools was 2,753, which represents an increase of 828 over the figures for 1936. The very large increase in the enrolment for 1936 and 1937 can readily be accounted for by the fact that special qualifications are required for teaching the new optional subjects of the Intermediate School and the High School Programme. Moreover, many teachers are seeking to raise their certificates from Second Class to First Class in order that they may be fully qualified for Grade IX and Grade X work. One may estimate that during the past three summers more than 4,000 teachers have attended the Summer School. From now on, therefore, the enrolment is likely to be much smaller.

The following statistics will convey further information with respect to the work of the 1937 session:

SUMMER SCHOOL STATISTICS, 1937

Number registered in Department of Education Summer School:	
Edmonton	1,811
Calgary	942
Number registered in University of Alberta Summer School	404
Total Registration	3,157
Duplicates	129
Net Registration	3,022
Number of teachers who completed successfully the course for the First Class Certificate:	
Edmonton	128
Calgary	47
Number of professional subjects offered:	
Edmonton	42
Calgary	20
Number of academic subjects offered (Edmonton)	11
Number of Shop Courses offered (Calgary)	17
Number on instructional staff:	
Edmonton	58
Calgary	46
Total	104
Number of Summer School certificates issued	2,703
Number of teachers who qualified for special certificates:	
Swimming	118
St. John Ambulance Certificate in First Aid	112

SCHOOL OF EDUCATION, UNIVERSITY OF ALBERTA

The School of Education Committee met in the University Senate Chamber on May 6, 1937, and recommended 39 students to the Senate of the University for the School of Education Diploma, and to the Department of Education for the High School Teacher's Certificate. The Committee also approved the policy of offering special summer school courses for high school teachers who desire to qualify for the School of Education Diploma. Since the School of Education is now solely responsible for the training of high school teachers, the Committee suggested that the School of Education should, by means of duplicate registration and a "directed" Arts course, be given closer contact with students who expect to take this training.

The Director of the School of Education reported to a meeting of the Committee held on October 5, 1937, that students at the School were given

instruction in the following optional subjects of Grade IX: Art, Music, Junior Business, and Dramatics. Under this arrangement the students will be qualified for temporary certification in these subjects. Permanent certification will follow further study at the Departmental Summer School.

The Liaison Committee of the Department of Education and the School of Education met in Dean Alexander's office on April 29, 1937. The Director of the School reported on the amount of Observation and Practice Teaching done by the students during the year 1936-37.

THE NORMAL SCHOOLS

The approved changes specified on page 17 of the Annual Report for 1936 have been carried into effect. Grade XII standing is required for admission to the Normal Schools; and admission is provisional until candidates have taken, at the beginning of the term, a qualifying examination, with results satisfactory to the three staffs acting in concert. For the year 1937-38, the number of candidates to be admitted for teacher-training was 450; and for each year thereafter, the number was fixed at 400.

The fact is, however, that the net enrolment for the year 1937-38 is 352, which is nearly 100 below the prescribed quota. No doubt this result is due to the higher requirements for admission and for certification, but only indirectly. A factor operating much more directly is to be found in the low salaries and unfavourable conditions that prevail in outlying districts and indigent areas. The Department of Education, sensing the fact that the revised programmes of study call for a superior type of teacher-training and personnel, has sought to meet this demand by improving the training and qualifications of teachers, and has accordingly revised the Normal School programme, and greatly extended the facilities of the Summer School. Apparently, a point has now been reached when persons of the required calibre will not attempt the teacher-training course without the assurance of reasonable salaries and minimum economic security. Further progress in education will depend on the solution offered for this problem. This contention is borne out by reports from Manitoba and Saskatchewan, where the same decline in Normal School enrolment is to be found.

The present staff of the Normal Schools, twenty in number, is fully adequate for the size of the enrolment; yet with the operation of three Normal Schools, the staff in a school where the enrolment is lowest must be proportionately smaller than in the other schools, and, as in the case of the Camrose Normal School this year, may be curtailed to such an extent that it cannot offer efficiently the full range of Normal School instruction. In other words, four or five instructors cannot offer the full programme, and maintain the standard of efficiency found in a school with a staff of ten. If three schools are to be operated, it will be necessary to increase the staff very considerably.

Statements from the three Principals of the Normal Schools will be found elsewhere in this Report.

NORMAL SCHOOL INSTRUCTORS' CONFERENCE

The annual conference of Alberta Normal School Instructors was held in the Normal School buildings, Edmonton, on Tuesday and Wednesday, June 29 and 30, 1937. The following instructors were present: Dr. E. W. Coffin, Dr. C. Sansom, Dr. D. A. McKerricher, Mr. G. E. Sheane, Mr. J. M. Scott, Mr. A. E. Hutton, Mr. W. C. McCalla, Dr. G. S. Lord, Dr. J. N. Tuck, Mr. G. M. Dunlop, Mr. G. K. Haverstock, Miss C. Twomey, Miss E. A. Hastie, Mr. G. F. Manning, and Mr. A. L. Doucette. The Supervisor of Schools acted as chairman.

After the three Principals had presented their reports, the conference gave full consideration to the problem of Rural Practice-Teaching. It was agreed that closer contact is needed between the Normal Schools and the teachers who supervise practice-teaching; and it was recommended that this result be facilitated by the following measures:

- (i) Selecting the schools for rural practice with greater care.
- (ii) Selecting for each Normal School a group of rural schools within easy reach of the students, and arranging for conferences between a Normal School staff and the teachers of each group.
- (iii) Arranging for a conference between the supervising rural teachers and the Normal School staffs.
- (iv) Issuing instructions to the supervising teachers more explicitly.
- (v) Lengthening the period of rural practice.
- (vi) Revising the report forms used by supervising teachers.
- (vii) Requiring student-teachers to give a full account of their experience in rural schools.

Other important suggestions and recommendations include the following:

1. That the preparation of qualifying tests be given further study.
2. That the Principles of Teaching be given more time on the programme, and that four periods per week be assigned to English in order that Speech Training may be included.
3. That students who fail in Practice-Teaching and also in seven or more credits in theory be debarred from further teacher-training.
4. That a standard comparable to that exacted in the Normal Schools be required of all students who take courses at the Summer School for credit against Normal School deficiencies.
5. That a special committee of Inspectors and Normal School Instructors be convened by the Supervisor of Schools for the purpose of giving further study to the problems arising from enterprise work.
6. That a special appropriation of 300 be requested for each Normal School library, in order that duplicate reference books may be provided.

CHANGES IN STAFF

Miss Ina Nesbitt, B.Sc., who, since June, 1935, has been Secretary of the Summer School, and a general secretary for the committees revising the school curricula, resigned her position in November. The Department regrets the loss of Miss Nesbitt's efficient service.

Mr. H. W. Hedley, M.A., B.Educ., retired in June from the staff of the Edmonton Normal School after eight years' service under the Department of Education. Before joining the Departmental staff, Mr. Hedley was for several years Supervisor of Art in the Edmonton schools, and later member of the staff of Victoria High School, Edmonton. To the teachers of the Province Mr. Hedley is best known as an inspiring Summer School instructor, having been appointed to the staff of the Summer School in July, 1915. But not only in this work is he a veteran. Since 1915 he has served on curriculum committees and sub-committees almost without number, assisting and advising the Department in the task of establishing sound instruction in Art. His energy, whole-hearted enthusiasm and business-like efficiency have been almost proverbial. His loyal service has laid the Department and the teachers under a very deep obligation.

Mr. W. H. Swift, M.A., B.Educ., of the staff of the Camrose Normal School, was granted a year's leave of absence from September, 1937, to attend the Graduate School of Leland Stanford University at Palo Alto, California.

Miss E. A. Hastie was transferred in September from the staff of the Camrose Normal School to the staff of the Edmonton Normal School. This change was required because of a decrease in enrolment at Camrose with a corresponding increase at Edmonton.

Miss Adelaide Lewis, Secretary of the Camrose Normal School since 1929, resigned her position in August; and Miss Margaret Smith, of Camrose, was appointed in her place.

RADIO EDUCATION

In response to a request from the officials in charge of University broadcasting, the Supervisor of Schools arranged for a conference on April 24, 1937, of educationalists interested in broadcasting, at which the following were present: Dr. G. F. McNally, Deputy Minister of Education; Mr. Donald Cameron, Director of the Department of Extension, University of Alberta; Miss Sheila Marryat, Director of Station CKUA, University of Alberta; Dr. M. E. Lazerte, Director of the School of Education, University of Alberta; Dr. G. S. Lord, Principal of the Edmonton Normal School; Dr. John R. Tuck, President of the Education Society, Edmonton; and H. C. Clark, representative of the Alberta Teachers' Association. The Supervisor of Schools presided.

Miss Marryat reported on the Teachers' Forum Broadcasts. Eleven broadcasts of this series were arranged during January, February and March; and these had been so well received that the continuance of the series during the year 1937-38 was felt to be justified. Miss Marryat suggested that the programme should be directed to teachers in the field, and might include demonstrations by teachers who are doing especially good work. She recommended that more publicity be given to the announcement of these broadcasts both through the Official Announcement in the "A.T.A. Magazine," and also by special announcements to the inspectors.

It was agreed by the conference that a programme of Teachers' Forum Broadcasts should be prepared for the year 1937-38, each broadcast to occupy a half-hour, divided as follows: 20 minutes for the broadcast proper and an additional 10 minutes for the answering of questions or for other forms of discussion. There will be twenty-two broadcasts, distributed amongst the following contributing organizations: The Alberta Teachers' Association, the School of Education of the University of Alberta, the Educational Progress Club of Calgary, the Education Society of Edmonton, the three Normal Schools, the Alberta School Trustees' Association, and the Department of Education.

The conference also dealt with the important matter of radio broadcasting for schools. In as much as such broadcasting makes use of school time, and if effective, must be integrated with the daily programme in rural schools, it was agreed that the Department of Education should accept responsibility for supervising the programmes broadcast; and it was therefore recommended that the Minister of Education be asked to set up a Departmental Radio Committee; this committee to be composed of representatives from the Alberta Teachers' Association, the Alberta School Trustees' Association, the School of Education of the University of Alberta, the Normal Schools, the University of Alberta (Department of Extension and Station CKUA), and the Department of Education.

COMMITTEE ON RADIO EDUCATION

The Minister of Education appointed a Departmental Committee on Radio Education to supervise educational broadcasting in this Province.

The first meeting of the Committee was held at the Government Buildings, Edmonton, on Saturday, May 15, 1937, with the following members present: Miss Sheila Marryat, Station CKUA, University of Alberta; Mr. Donald Cameron, Department of Extension, University of Alberta; Dr. M. E. Lazerte, School of Education, University of Alberta; Mr. A. E. Ottewell, Registrar of the University of Alberta, and Vice-President of the Alberta Trustees' Association; Dr. G. S. Lord, Principal of the Edmonton Normal School; Dr. J. R. Tuck, President of the Education Society, Edmonton; Mr. R. E. Stewart, 409 15th St. W., Calgary, representative of the Educational Progress Club, Calgary, and of the Men's Educational Club, Calgary; Mr. C. R. Bowker, R.R. No. 2, Edmonton, representative of the Alberta Teachers' Association; Mr. H. T. Robertson, 545 Alexander Crescent, Calgary, representative of the Alberta Teachers' Association; Mr. Owen Williams, Inspector of Schools, Lethbridge; Dr. H. C. Newland, Supervisor of Schools, and chairman of the Committee.

The following resolutions were passed by the Committee:

1. That the Committee arrange for an experiment with a regional programme in an area to be selected. It was suggested that the Lethbridge area might be used for the purpose of this experiment.

2. That the Chairman invite teachers who have the use of radios in their schools to report this fact to the Department immediately.

3. That a sub-committee be appointed to report on the types of radio sets that are most suitable for school use, and to consider also the question of servicing school radios.

4. That the Committee recommend to the Department the advisability of the Department's assuming responsibility for controlling the use of school time for the reception of radio broadcasts.

5. That if suitable arrangements can be made by station CKUA for an extension of broadcasting facilities, the Committee proceed with the organization of radio programmes for schools for use during the year 1937-38. In this connection the following scheme was outlined:

- (a) That the programmes be of a kind that will be especially helpful to under-privileged schools.
- (b) That the school broadcasting period be not longer than fifteen minutes, and that on an average schools receive not more than two programmes per day.
- (c) That there be programmes for Division I and Division II of the Elementary School, and also for the Intermediate School.
- (d) That the subjects of the programmes be the following: Music and Music Appreciation, Social Studies, Science, and Literature. The total time of the broadcasting programmes is to be divided equally amongst the four subjects.

THE SENATE ADVISORY BOARD ON MUSIC

The Western Board of Music operates in Alberta through a board appointed by the Senate of the University of Alberta. This Senate Advisory Board comprises the following members: Dr. J. M. MacEachran, University of Alberta, Chairman; Mr. A. E. Ottewell, Registrar of the University of Alberta, and Professor L. H. Nichols, University of Alberta; Mrs. T. W. Hamilton, Mr. J. N. Eagleson and Mr. Henry Attack, Edmonton; Mrs. W. D. Campbell and Mr.

Owen Williams, Lethbridge; Mrs. W. G. Egbert, Mr. P. L. Newcombe, and Mr. Clifford Higgin, Calgary; and the Supervisor of Schools, who is the Secretary.

By agreement between the Deputy Minister of Education, President Kerr of the University, and the Senate Advisory Board on Music, the following arrangement has been made with respect to examinations to be conducted in Alberta on behalf of the Western Board of Music.

The setting up and administering of examinations for the Licentiateship and Associateship is the responsibility of the University of Alberta; but for examinations below the level of the Associateship, the responsibility rests with the High School and University Matriculation Examinations Board, the High School Entrance Examination Board, or any other Departmental board conducting examinations within the range of Grades I to XII. In other words, the same division of authority between the Department and the University has been made with respect to Music that already obtains with respect to other subjects of the school programmes.

Practical examinations in Music are held at local centres during May or June. Written examinations in the Theory of Music are held during February, and again during May or June. The Department no longer prepares examination papers in the Theory of Music, but now accepts certificates of the Western Board of Music for credit, in lieu of the options in Music for Grades IX, X, XI and XII of the Intermediate and the High School Programme.

The Senate Advisory Board has published the Syllabus of Music prepared by the Western Board of Music, and distributed it amongst the music teachers of the Province.

Credit in Music will be required for admission to the Normal Schools in September, 1940, and thereafter. Music will become a full-fledged "subject" of the school programmes, both elementary and secondary.

REPORT OF THE REGISTRAR

In June, 1937, a total of 18,395 candidates wrote on the High School examinations. While this represents a decrease in these grades of 418 candidates, the actual number of answer papers submitted by the candidates in June of 1937 is 1,983 in excess of the number submitted in 1936. This increase is accounted for by the fact that all answer papers in subjects of Grade IX written by High School candidates were required to be submitted to the Department for evaluation, whereas, in previous years, standing in all Grade IX subjects was granted on the recommendation of the teacher.

There was an increase of 14% in the number of candidates for the Commercial Examinations. Commercial Departments are now being operated in the following cities and towns: Calgary, Camrose (Lutheran College), Edmonton (Public), Edmonton (Separate), Lacombe, Lethbridge, Medicine Hat, Nanton, Ponoka, Red Deer (Public), Red Deer (Separate), Turner Valley, Vegreville, Wainwright (Separate), Wetaskiwin.

An increase of 16% over last year in the number of candidates for the Technical School examinations evidences the appreciation of the public toward these practical courses.

The Supplemental examinations continue to grow in popularity, with an increase of 374 candidates over the previous year.

The percentage of successful candidates is fairly constant from year to year, as is evidenced by the following table covering a period of five years:

	Academic	Commercial	Technical	Supplemental
1937	71.66	76.45	71.27	50.22
1936	71.67	77.89	71.81	48.60
1935	72.50	78.50	74.94	53.20
1934	76.15	80.90	69.89	50.90
1933	74.72	81.90	73.54	53.02

The introduction of the new Grade IX programme in September, 1936, resulted in a Grade IX Departmental examination being held in 1937. For promotion to High School, a student must qualify on the Departmental examination in English, Social Studies, Mathematics, and General Science and Health Education, and, by recommendation of the teacher, in three options in one and the same year.

The examination was in the main of the new or objective type. Results were statistically treated, the marks being transmuted with a common median, and candidates were placed in Grade A, B, C, or D according to the degree of attainment, as indicated on the following table which shows the grouping:

- (a) City, town and village districts,
- (b) Rural districts,
- (c) Total for the Province.

Examination Attainment	Grade	(a) Cities, Towns and Villages		(b) Rural Districts		(c) Total for the Province	
		Candidates		Candidates		Candidates	
		No. of	% of	No. of	% of	No. of	% of
60% or over	A	2603	42.70	839	37.32	3442	41.25
45%-59%	B	1767	28.99	691	30.74	2458	29.46
30%-44%	C	1195	19.60	424	18.86	1619	19.40
Under 30% Failure	D	532	8.71	295	13.08	827	9.89
Total		6097	100.00	2249	100.00	8346	100.00
Unclassified:							
Correspondence students						3	
Total Number of Grade IX Candidates						8349	

Students graded as A, B or C on this examination are entitled to promotion as undernoted:

Grade A: Unconditional promotion and are entitled to proceed to any course or subject of the High School programme.

Grade B: Restricted promotion and will be required to take English, Social Studies, and Health and Physical Education, and may elect other subjects to fill out the first year programme; but may not, however, elect more than two of the subjects included in the following groups: (1) Algebra or Geometry; (2) Physics or Chemistry; (3) Latin, French, or German.

Grade C: Conditional promotion, will be required to take English, Social Studies, and Health and Physical Education, and may, in schools where the facilities permit, elect other subjects to fill out the first year programme, but not any of the following: Algebra, Geometry, Physics, Chemistry, Latin, French, or German.

Grade D: Failures, and will be required to repeat the full Grade IX course.

This examination was conducted at 1,435 school districts throughout the Province, all candidates being permitted to write in their home schools.

The following table sets forth the number of candidates taking the different options which ranked in popularity as indicated below:

(1) Junior Business, (2) Art, (3) Dramatics, (4) Oral French, (5) Music, (6) Typewriting, (7) General Shop, (8) Household Economics.

	Cities, Towns and Villages	Rurals	Total
Art	2873	2085	4958
Dramatics	2659	1669	4328
Junior Business	4842	1910	6752
Typewriting	1108	157	1265
Oral French	2999	161	3160
Oral German		2	2
General Shop	1221	23	1244
Household Economics	1149	53	1202
Music			1965
Chorus	1269	651	
Band	20		
Approved Documents	25		
Agriculture (Correspondence Students)		9	9

Exceptions were made whereby Oral German was substituted for Oral French in one district where German was the mother tongue of the candidates; and for acceptance of Agriculture from correspondence students, since the course in the majority of the options do not lend themselves to correspondence courses.

Grade VIII diplomas were granted to 10,850 students on the recommendation of the teacher. These students represent 2,316 school districts.

Examinations were held for the Western Board of Music for the first time in Alberta. The following table shows the number of candidates who wrote and the results obtained:

	Piano		Theory	
	No. of Candidates	No. who Passed	No. of Candidates	No. who Passed
Grade II	3	3 (one of these with Honours)		
Grade III	1	1 (Honours)	2	2 (one of these (Honours)
Grade V	1	1	1	1 (Honours)
	5	5	3	3

DEPARTMENT OF EDUCATION

DEPARTMENTAL EXAMINATIONS, 1937

Examination	Number of Candidates	Total	Increase over 1936
HIGH SCHOOL*			
JUNE—			
Academic:			
Second Year	5,575		
Third Year	4,910		
Fourth Year	6,482	16,967	Decrease 635
Commercial:			
Second Year	669		
Third Year	168		
Fourth Year	12	849	121
Technical:			
Second Year	366		
Third Year	213	579	96
SUPPLEMENTAL—			
Third Year	2,078		
Fourth Year	2,649	4,727	374
		23,122	Decrease 44

*Candidates are classified in the year of the highest unit written.

ACADEMIC EXAMINATION, 1937

UNIT	Number of Candidates	Number of Passes
Agriculture 1	1,904	1,319
Agriculture 2	1,242	880
Algebra 2	6,402	4,473
Algebra 3	2,331	1,751
Arithmetic 1	4,194	2,952
Art 1	3,292	2,013
Art 2	222	129
Biology 1	2,072	1,577
Chemistry 1	3,546	2,504
Chemistry 2	1,701	1,284
Composition 2	187	139
Composition 3	4,605	3,265
Composition 4	2,581	1,942
French 1	98	88
French 2	3,869	2,735
French 3	2,023	1,549
Geography 1	4,011	2,798
Geometry 2	5,338	3,486
Geometry 3	194	142
German 1	53	42
German 2	134	103
German 3	79	65
History 2	6,389	4,586
History 3	4,248	3,065
History 4	2,063	1,612
History of English Literature 1	777	584
Household Economics 2	38	37
Latin 1	72	46
Latin 2	1,468	1,113
Latin 3	634	482
Literature 2	151	100
Literature 3	4,454	3,292
Literature 4	2,818	2,139
Music 1	5	3
Music 2	1	1
Music 3	4	4
Physics 1	4,732	3,381
Physics 2	1,642	1,217
Trigonometry 1	2,664	2,029
	82,238	58,927

Average Percentage of Passes—71.66%

ANALYSIS OF RESULTS BY UNIT
COMMERCIAL, 1937

UNIT	Number of Candidates	Number of Passes
Advertising and Salesmanship 1		
Bookkeeping 1	561	427
Bookkeeping 2 (Practice)	102	68
Bookkeeping 2 (Theory)	101	80
Bookkeeping 3 (Practice)	2	1
Bookkeeping 3 (Theory)	2	1
Business English and Office Practice 2	577	473
Business English and Office Practice 3	74	65
Commercial French 2	79	58
Commercial French 3		
Commercial History 1	89	67
Commercial Law 1	93	79
Mathematics 2	68	44
Mathematics 3		
Penmanship 2	541	470
Practical Office Training 1	1	
Rapid Calculation 2	269	228
Secretarial Training 1	81	43
Spelling 2	551	418
Stenography 2	462	321
Typewriting 2	473	320
Geography 1	80	59
History 3		
Literature 3	96	67
Literature 4		
	4,302	3,289

Percentage of Passes—76.45%

TECHNICAL, 1937

UNIT	Number of Candidates	Number of Passes
Building and Construction 1	4	4
Cabinet Work 1	71	68
Carpentry 1	8	6
Chemistry 1 (Girls)	13	7
Clothing 1	20	19
Composition 3	133	54
Drawing and Design 2	49	39
Dressmaking 2	58	49
Electricity 2	143	118
Electricity 3	55	45
Food and Dietetics 1	2	2
General Mathematics 2	256	166
General Mathematics 3	106	74
General Science 2 (Boys)	256	181
General Science 2 (Girls)	30	20
General Science 3	90	57
Geography 1	133	87
History 3	116	55
Household Economics 2	40	35
Industrial Art 1	6	6
Industrial History 1	258	205
Literature 3	123	49
Metal Work 2	81	79
Metal Work 3	19	19
Motor Mechanics 2	102	95
Motor Mechanics 3	23	22
Physiology and Hygiene 1	22	19
	2,217	1,580

Percentage of Passes—71.27%

DEPARTMENT OF EDUCATION

SUPPLEMENTAL EXAMINATIONS, 1937

UNIT	Number of Candidates	Number of Passes
Agriculture 2	150	81
Algebra 2	464	157
Algebra 3	248	87
Arithmetic 1	522	233
Art 2	28	17
Biology 1	301	179
Chemistry 1	338	100
Chemistry 2	251	102
Composition 3	552	315
Composition 4	785	551
French 2	382	232
French 3	300	202
Geography 1	342	112
Geometry 2	552	252
Geometry 3	37	9
German 2	15	6
German 3	15	10
History 3	423	267
History 4	259	168
History of Literature 1	143	113
Latin 2	144	37
Latin 3	81	45
Literature 3	440	202
Literature 4	398	232
Physics 2	236	40
Trigonometry 1	350	146
	<u>7,756</u>	<u>3,895</u>

Percentage of Passes—50.22%

EXAMINATION CENTRES

June—	
Grade IX	1,435
High School	1,035
Grades XI and XII	460
Supplemental	60

CERTIFICATES ISSUED DURING THE YEAR 1937

Certificates	Alberta	Other Provinces	British Possessions	Other Countries	Totals	Grand Total
(a) Permanent Certificates:						
Alberta Teachers:						
High School Class	12				12	
First Class	505				505	
Second Class	196				196	713
(b) Interim Certificates:						
High School Class:						
Alberta Teachers	43				43	
Teachers from Ontario		1			1	44
First Class:						
Alberta Teachers	397				397	
Teachers from British Columbia		1				
Teachers from Saskatchewan		6				
Teachers from Manitoba		2				
Teachers from Ontario		1				
Teachers from Quebec		1			11	408
Second Class:						
Alberta Teachers	93				93	
Teachers from Saskatchewan		2				
Teachers from Manitoba		2			4	
Teachers from Ireland			1		1	98
Third Class:						
Alberta Teachers	1				1	1
	1247	16	1		1,264	1,264

N.B.—The table shown above includes in its Alberta list 75 certificates re-issued on account of change of name through marriage, and 184 re-issued to teachers who have qualified for certificates of a higher class than those originally granted them.

HIGH SCHOOL CORRESPONDENCE COURSES

During the school year 1936-37 Correspondence lessons were supplied to a few more students than in the previous year. The Department continues to bear the charges of administration, so that students receive their lessons at cost, and in many cases, particularly in the southern part of the Province, school boards pay the tuition fees.

Special attention is given to Grades IX and X. Lessons for these grades are carefully prepared, so as to offer instruction that can be easily understood and followed; and from time to time letters of advice and encouragement are sent to the students. Since the success of students, especially those in the lower grades, depends to so great a degree on the instructors, the Department endeavours to obtain instructors who are able and willing to deal with each pupil according to his peculiar difficulties.

ENROLMENT

Total number of students registered	374
Total number of subjects	1,041

PROVINCIAL NORMAL SCHOOL, CALGARY

(E. W. COFFIN, *Calgary*)

The Session of 1936-37 re-opened January 4th with the following enrolment: First Class, 52 men, 97 women; Second Class, 10 men, 32 women; total, 191. This total includes one student who enrolled at this date to complete the course for First Class discontinued because of illness in the preceding year. One student of the Second Class withdrew at the end of the first week, on account of illness at home. One student returned in February to complete the course interrupted by illness in the preceding year.

The following tables show the standings recommended at the conclusion of the Session, the enrolment for the succeeding session, and the qualifications for admission:

ATTENDANCE TABLES, 1937

	First Class			Second Class			Total		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Second Term, 1936-37	52	97	149	10	33	43	62	130	192
First Term, 1937-38	50	115	165				50	115	165
Total	102	212	314	10	33	43	112	145	357

TABLE SHOWING RECOMMENDATIONS MADE FOR CERTIFICATES, 1937

Regular Course, 1936-37:	
First Class Interim	135
Second Class Interim	34
Failures	22
Withdrawals	1
Total	192

FAILURES, 1937

	First Class.	Second Class.	Total.
Academic	2	1	3
Practice Teaching	3	3	6
Academic and Practice Teaching	1	1	2
Total	6	5	11

ACADEMIC QUALIFICATIONS FOR ADMISSION, 1937

	Graduates.	Undergraduates.	Grade XII	Total.
Alberta	1	11	149	161
Saskatchewan		1	2	3
United States		1		1
Total	1	13	151	165

On February 18th, the assignments for rural observation and practice, as arranged by the several Inspectors, were received from the Chief Inspector's office, and were immediately distributed to the students and communications started with teachers concerned. By the date of closing for the Easter holidays, March 25th, all students had got in touch with their teachers, either through personal contact or by letter, and many had received very full and helpful replies to their inquiries about the work they were expected to do. It must be said, however, that several teachers selected for this "teacher-training" service do not seem to appreciate the responsibility laid upon them by the School Ordinance, or do not show themselves quite worthy of the confidence placed in them by the Inspector. This is suggested, at least, by the meagre and apparently reluctant direction and suggestions given to the students assigned to their schools who write for information so as to be as well prepared as possible to be of help and to profit from the apprentice period. It is also implied in the brief and cursory fashion of their reports on the students. The "check list" was, however, quite faithfully marked, though in some instances not consistently with "general remarks" appended. As might be expected, among the items most commonly marked "poor", was "originality, initiative, and resourcefulness"; while, on the other hand, "receptiveness to suggestion" was generally commended. The item,

"arousing and sustaining pupils' interest", received uniformly a good mark, hardly consistent, perhaps, with the poor grading for "resourcefulness". Attention was generally called to neglect of physical conditions in the room. I would suggest that the "check list" be carefully revised, and that teachers be advised to give, in addition, a fuller statement of general criticism and appraisal, with any suggestions they may have for improvement of the scheme. It would help considerably, also, in the corrective work in English, which is so much needed, if teachers would pay more attention to, and report more accurately upon, the students' oral expression. In no case was the item, "fluent and precise speech" reported on adversely, a judgment not at all in harmony with observations at Normal School.

From the students' point of view, the rural experience was warmly appreciated and there seemed to be a general desire for a second week. Such extension might, however, not meet with the consent of the School Boards, especially so late in the term. And yet, if this were done, it might be arranged that students be left in sole charge for a part of the second week, while the teachers assembled, so far as convenient, at the Normal Schools for a conference with the Instructors. We are somewhat in the dark as to the applicability of Normal School "theory" to rural school conditions.

The usual amount of observation and practice was given in the Normal Practice School and in the city schools at large, and cordial appreciation is due the teachers for their co-operation. Six students failed to qualify in practice, and will be required to attend Normal School from January to June to remedy this defect. Whether this is the best procedure in such cases is still open to question. Three failed in more than the maximum number of credits remediable in Summer School. These will also be expected to return in January if they wish to qualify.

The Session of 1937-38 opened on September 8th, with a final enrolment of 165; 50 men and 115 women. This session marks a distinct advance in that the Second Class has been discontinued, eliminating also the transfer of students from Second to First Class after the results of the supplemental examinations in August were issued. We have had a remarkably steady attendance, with only one withdrawal, and that through ill-health. No epidemic closed our doors, but there were a large number of protracted absences chiefly on account of measles. The medical examinations showed a general improvement in physical condition.

From September 9th to 14th the students were subjected to the Preliminary Tests devised to determine their eligibility for the course. The final transmuted scores placed five candidates in jeopardy; but it was agreed that, considering our much reduced enrolment, these should be allowed to remain, but on their own responsibility. Both these students and their parents were clearly advised of the provisional nature of their admission. Of these five, I am glad to report that two, at least, are among our best workers, their worst hurdles apparently being a written examination.

During the Fall Semester of this session, besides the regular observation and practice in the Normal Practice School, each student was given two full days in a city schoolroom for informal apprenticeship. At a later date, all spent the morning periods of two full weeks in city schoolrooms not previously used, including several junior high school rooms. During this period there seems to be considerable diversity in the amount of opportunity given by the teachers for informal participation. Several students report having had very little to do beyond the formally assigned lesson. It would be much better if the students were allowed more freedom to follow up their own lessons and so to judge of their own results. This is urged from year to year; but many teachers, of

course, are inclined to resent the disturbance. On the whole, however, the co-operation of the teachers was good.

Students' activities, extra-curricular, are efficiently handled by the Students' Association, and include, besides the regular Friday meeting of the Association as a whole, dramatics, the natural history club, hockey and basketball. The house-league in basketball gives every student an opportunity to learn the game. The Choral Society, under the leadership of Mr. Graham, is well attended. One song broadcast has been given over CJCJ by a group from this society.

The Students' Association presents, under the direction of its Literary Committee, weekly class programmes, in competition for the school cup. They have also had the following outside speakers: Mr. R. P. Thompson, of the Institute for the Blind; Dr. H. C. Etter, Superintendent of Education for Manitoba; Mr. John Blackmore, M.P.; Mr. C. J. McFarlane, who gave an illustrated talk on his trip to the Arctic, and Mr. Gordon Wright on his experiences in China. If these gentlemen should see this report, we should like them to know of the hearty appreciation of the school for their visits. Following Mr. Thompson's address, quite a large number of students, both men and women, volunteered to assist in a canvass in aid of the Institute for the Blind.

Considerable demand was made this fall on the staff for contributions to convention programmes. Mr. Sheane spoke at Medicine Hat and Red Deer, Dr. Sansom and Miss Fisher at the Calgary-High River meeting, the Principal at Red Deer, and Mr. Hutton acted as adjudicator at the Strathmore School Fair. In addition to these outside duties, there have been several calls on Instructors for attendance at curriculum committee meetings.

We have no changes to report on the staff. During the summer, Mr. Hutton, Mr. Sheane, the Librarian, Miss Currie, and the Secretary, Miss Giles, served on Summer School staffs, and five members of the Practice School staff—Mr. Russell, Miss McEachern, Miss Moir, Miss Tester, and Mrs. Christie—were employed at Summer School as instructors, markers, or demonstrators. Miss Fisher and Miss Chittick spent the summer in Europe and brought back much interesting subject matter for the classroom.

Our library has been increased during the year by several hundred volumes, a large number of which are especially helpful in Social Studies. We have also received, through the courtesy of several publishing houses—the Ryerson Press, Macmillan's, Clarke, Irwin Co., Houghton-Mifflin, Copp Clark, Dent's, and Nelson's—texts in psychology, school administration, and English. The Department of the Interior, Ottawa, has also to be thanked for interesting material on Early Settlement and Exploration and on the Arctic Expedition of 1913-14. We have also had the use of several hundred books purchased for the Calgary branch of the Summer School. We are still sorely in need of educational periodicals as well as some of the better class of popular magazines.

Quite regardless of the rather unfavourable outlook in school employment, the students have, during the year, shown an admirable application to their tasks, and we have enjoyed their fellowship and co-operation. While a few of our graduates take some time to find the connection between Normal School courses and schoolroom problems, the majority of those from whom we hear appear to be enthusiastic in their effort to put educational principles into effect, even under very discouraging conditions.

I wish to express again our thanks to the caretaking staff of the institution, Mr. Milton and his helpers, for their ever willing attention to routine duties and to extra requests for service in the preparation of rooms.

PROVINCIAL NORMAL SCHOOL, CAMROSE

(G. K. HAVERSTOCK, *Principal*)

The statistics in connection with the enrolment for the year are as follows:

ATTENDANCE TABLE, 1937

	First Class			Second Class					
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Second Term, 1936-37	15	49	64	8	41	49	23	90	113
First Term, 1937-38	19	57	76				19	57	76
Totals	34	106	140	8	41	49	42	147	189

TABLE SHOWING RECOMMENDATIONS MADE FOR CERTIFICATES
CLASSES 1936-37

First Class Interim	62	(Honours 11)
Second Class Interim	35	(Honours 1)
Failed	16	
Total	113	

THE SELECTING OF PROSPECTIVE TEACHERS

The selecting of gifted young men and women for the teaching profession presents a very real problem. The Report of the Commission on Social Studies contains the following statement: "In attacking the problem of selecting gifted young men and women for the profession, the Commission is faced with the disconcerting dilemma; until the work of teaching is made more challenging, inspiring and attractive, it will tend to draw persons of mediocre mentality; but until it does succeed in drawing a larger number of capable minds, it will tend to lack challenge, inspiration and attractiveness."

"Since the state exercises no power of conscription of persons for the profession of teaching, it can bring the more gifted into service only by improving the conditions and rewards of work and by making the work worthy of the highest qualities of mind and character potential in humanity. But the state can be expected to move in this direction only in response to pressure arising from some group or groups of citizens."

"If the Gordian knot is to be cut, it will be cut probably by the more active spirits in the profession struggling for better conditions of work, formulating a more challenging and inspiring conception of teaching and carrying the argument intelligently and persuasively to the public."

Under present conditions and regulations we are required to make a survey of the student-teachers during the first week of the Normal School year, with the idea of eliminating those who are not suited to the work of teaching. How successful we have been I am not prepared to state. I do think it would cause much less embarrassment for all concerned if a selective process could be devised before the card of admission is issued.

May I suggest that a committee on admissions be set up, consisting of School Inspectors and members of the Normal School staff. This committee would gather information in respect to candidates with regard to—

- (a) Oral English.
- (b) Physical disabilities.
- (c) General personality characteristics.
- (d) Financial conditions.
- (e) Psychological tests.
- (f) Reasons for entering teaching profession.
- (g) Participation in sports clubs and other social activities.
- (h) Penmanship and Spelling.

It is felt that the superior teacher must possess many qualities not measured by academic attainment, by psychological examinations or by health examinations. No adequate measures for these intangible qualities are yet available; indeed there is no definite agreement as to what the qualities really are. Yet there is sufficient agreement as to their importance to make it necessary to take them into account. Many individuals who have a limited mental and physical endowment have achieved success by perseverance, sincerity of purpose and habits of industry. In so far as possible, every factor which has a bearing upon the future success of the applicant would be taken into consideration. It would be the aim of the admissions committee to supplement other data to counsel with the applicant as to the advisability of undertaking work in Normal School. The committee would make its recommendations to the Department of Education, and upon these recommendations, cards of admission would be issued.

THE CURRICULUM PROBLEM IN NORMAL SCHOOLS

A professional curriculum includes all controllable influences operating to make the student an effective teacher, the prescribed courses of study; the institutional life; the personal example of instructors. The problem is to organize and to integrate these influences. There is always the danger that a curriculum for Normal Schools reflects sharp dualisms, for example, theory vs. practice, subject-matter vs. methods of teaching, the academic vs. the professional. We should attempt an integration of all courses, activities and experiences with the single purpose of preparing a competent teacher. To this end we have made the following classification of Courses:

1. "Professional integration courses" such as educational psychology, principles of teaching, technique of teaching, school management, tests and measurements.
2. "Professional content courses" which deal on the level that the student has attained (high school graduation in most cases) with the materials in which he is preparing to give instruction and including the treatment of the problem involved in selecting subject-matter for teaching and adapting it to the needs and capacities of the pupils.
3. "Practice Teaching" which includes observation, participation, and student-teaching in the Practice School.
4. Specialized Instruction Courses in Art, Music, Beginning Reading, Physical Education, Rural School Methods and Procedures.
5. Observation and Practice Teaching in Rural Schools.
6. Student-activities as follows: Students' Union, Year Book, Orchestra, Glee Club, Dramatic Society, Organized Games and Debating Society.

How well can we direct a program as outlined above in thirty-six weeks? Does the necessary growth and development take place in student-teachers in a year of nine months?

The answers to these questions are to be found in extending the period of training to two consecutive years.

PRACTICE TEACHING

The student-teacher in a Normal School can not be expected to be perfect in his teaching techniques, but he must have the opportunity to try out theories and techniques which pertain to the classroom. We have the following organization of Practice Teaching:

- (a) Practice School participation from the earliest practicable moment.
- (b) Careful gradation of participation, group teaching and room teaching.

(c) Co-ordination of all Normal School Courses with Practice School as a centre.

(d) Participation in Practice School work by as large a proportion of the Normal School staff as possible.

(e) A period of responsible room-teaching in latter part of course.

(f) Practice teaching for prospective rural teachers should be both general and specialized. The general practice can be conducted in the grade rooms of the Practice School. Here principles and habits of fundamental importance to all good teaching may be fixed. But for best success in the rural school, general practice of this type is not sufficient. In addition, the teacher-training student about to enter rural service needs specific practice designed to meet actual rural conditions as found in one-teacher and two-teacher schools. Under present regulations students spend one week in one and two-room schools. With very little more expense this valuable experience could be extended by using rural schools, one and two-room schools, adjacent to Camrose. May I suggest, Sir, that you give this suggestion your careful consideration.

The training of a teacher is by no means completed when he leaves the Normal School. The training of teachers is a joint-piece of work, that of Normal staff and Supervision staff. It is most important that these groups have a comprehensive, clear and sympathetic understanding of the work each group is trying to do. For this reason it is suggested that the field visiting should be so organized that all members of the Normal School staff may share in it occasionally. Such follow-up work will yield large returns not only to the young graduates assisted, but also to the instructors of the training institution, who will thus be brought face to face with the living results of their own work. On the other hand, any important changes in the Normal School programme can be made effective only in so far as these changes are understood and accepted by the Supervision staff.

STUDENTS—FALL TERM

For the first time in the history of the school all students enrolled are graduates of a four-year high school course. Although small in number, they display a splendid attitude toward their work and will make a worth-while contribution to the work of teaching.

The following tables give information relative to students of the fall term:

I.—AVERAGE AGE:		Austrian	}	12.3%
Women	19 year	Belgian		
Men	20 years	Danish		
		French		
II.—ELEMENTARY SCHOOL TAKEN IN:		German		
Rural School	59.4%	Greek		
Village	28.7%	Polish		
Town	11.9%			
III.—HIGH SCHOOL TAKEN AT:		VI.—OCCUPATION OF FATHER:		
Home School	40.5%	Farmer		66.1%
Away from home	59.5%	Business		20.2%
		Tradesman		9.8%
		Professional		3.9%
IV.—BORN IN:		VII.—Church Affiliation:		
Alberta	85%	United		50.0%
Elsewhere	15%	Catholic		15.2%
		Lutheran		14.8%
V.—NATIONALITY OF FATHER:		Anglican		8.1%
English	24.3%	Baptist		5.0%
Irish	16.2%	Others		6.9%
Scotch	12.1%	VIII.—AVERAGE NUMBER OF YEARS		
American	10.8%	EXPECT TO TEACH:		
Swedish	9.5%	Men		10 years
Ukrainian	8.1%	Women		8 years
Norwegian	6.7%			

From the above tables we see that 88% of the students received their elementary school education in rural and village schools; that farming is the parental occupation of 66%; that fourteen nationalities are represented.

CHANGES IN STAFF

We had several changes in staff during the year. Mr. W. H. Swift was granted a year's leave to do advanced graduate work in the School of Education at Stanford University. Miss E. A. Hastie was transferred to the Provincial Normal School, Edmonton. Miss Adelaide Lewis, Secretary since 1929, was married. The only appointment made was that of Secretary. Miss Margaret Smith, a former graduate, was appointed.

Two teachers resigned from the Practice School staff, Miss Helen Burnham and Miss Hilda G. Meadows. The vacancies were filled by the appointment of Miss Marjorie Foucar and Miss Gladys Mohler.

In addition to the rooms used by the Practice School, three rooms were used for optional subjects given in the Intermediate School and High School. A sewing room, kitchen and general shop were well equipped, and now make possible Household Economics and General Shop for the girls and boys in the Intermediate and High Schools.

I wish to acknowledge the fine spirit of co-operation and helpfulness of the Department of Education, Camrose School Board, and the caretaking staff.

PROVINCIAL NORMAL SCHOOL, EDMONTON

(G. S. LORD, *Principal*)

JANUARY TO JUNE TERM, 1937

This term's class entered Normal School in September, 1936, and completed the course in June, 1937.

	Male.	Female.	Total.
Enrolled	37	116	153
Required to withdraw in September	1	2	
Withdrew, work unpromising, January		1	Fail 11
Failed in Practice Teaching	1	4	
Failed in Professional Subjects		2	
			142
Required to attend Summer School			18
			124
Recommended for certification (June)			16
Certificated by Department in August after successful Summer School Course			140
			13
Total number failing to secure certification			29
Total number failing to secure recommendation for certification (June)			1
Entered Class in January for further Education and recommended for certification in June			

As in former years, the school secured an ability rating through the use of the Thurstone Psychological tests; 304 colleges administered to their students the 1936 Psychological Examination for College Freshmen. This class had the very creditable ranking of thirteenth. This is quite in line with the results of other years, and indicates that the teachers of the Province are a well selected group in point of capacity.

The staff prizes of gold buttons to the 5% of the enrolment ranking highest in general proficiency in subject matter and in practice teaching were awarded to: Jean Murray, Dorothy Pettit, Gordon Dalsin, Dorothy Grant, Arlene Sorenson, Sister McConway, Elizabeth Empey, Isabel Robinson, Louise Helmers.

The following students received honourable mention for high scholarship: Lily Erickson, Dorothy Knight, Helen LeRoy, and for high standing in Practice Teaching: Doreen Feist, Sister Mary Matilda.

The Strathcona Scholarships in Physical Education were won by Charles Tymchuk and Isabel Robinson.

The Class Gift to the school was two pictures: an oil painting, Saskatchewan Valley—Autumn, by Mr. J. Gordon Sinclair, A.A.S.A., and Cameron Lake, by Mr. Leo E. Pearson, A.A.S.A.

The Year Book was a remarkable achievement. The thanks of the school are due to Mr. R. Hedley, whose business ability, technical knowledge and untiring energy made possible so attractive a record of the life of the school for the year.

This school has always endeavoured to make for itself an enduring place in the affection of its graduates. In accordance with our custom, staff and students were At Home to parents and friends on the afternoon of June 4th. The occasion was honored by the presence of His Honour Captain J. C. Bowen, Lieutenant Governor, and Mrs. Bowen.

PRACTICE TEACHING

Last year we began a new arrangement with respect to student teaching in the Practice School. The student spends most of a day at a time in the practice school, teaches three formal lessons and such informal teaching and assistance as can be arranged by the teacher. On the preceding day he has visited the Practice School and observed the teacher teaching the lesson out of which his assignment has grown. The scheme offers many advantages, and we are retaining it.

By an important change in the city teaching arrangement almost a week of time has been saved. Formerly the students spent the mornings of two weeks in the city and returned to Normal School in the afternoon for two lectures and assistance with their teaching assignments. Instead of this, they now spend five full days in the city schools. Since these visits do not take place until March, students have developed teaching techniques so well that no great amount of assistance is required with the assignments. The Library is kept open evenings at this time. In the opinion of the staff, the scheme is an improvement over the former practice.

AN EIGHT GRADE PRACTICE SCHOOL ROOM

After our students had returned from the week's practice teaching in ungraded rural schools at Easter and had become familiar with rural teaching conditions, a three-division school was organized in the large lecture room of the Normal School. Ten students under a member of the Practice School staff taught each for one-half day. The time-table was made out and the work outline planned for the period and from day to day by the Normal School classes under an instructor. Daily observation and discussion were features. At my request the students made frank unsigned appraisals and constructive criticisms. Approval was general, some suggesting a two-weeks' school, one before rural teaching and one after. Valuable criticisms were made. A difficulty is the fact that one week is not sufficient to complete an Enterprise.

EASTER PRACTICE TEACHING DIFFICULTIES

In order to adjust the Normal School courses as well as possible to meet the needs of our graduates, I listed the difficulties indicated on the students' reports of their Easter rural practice. They are as follows, the number indicating how many noted the difficulty:

Seat work	61	Lack of equipment	53
Lack of Library	53	Time-table	16
Enterprise difficulties	18	Grade groupings	11
Individual	10	Supervision	11
Attendance	10	National differences and factions	
Co-operation	11	among families	6
Limited time with each class	52	Drinking water and sanitation	5

Many of these lie in the field of the Normal School; others lie in the field of the Inspection staff.

AUTUMN TERM, 1937

The session opened on September 8th with an initial enrolment of 114, of whom 30 were men and 84 women. Four who stood low on the foundations tests were advised to withdraw, but remained. Later three of these were unable to continue the course with satisfaction to themselves, and withdrew voluntarily.

At the close of the year the enrolment was 29 men and 82 women. The percentage of male students, while still low—26.3% of the enrolment—compares favourably with that in other teacher-educating institutions, and is slightly higher than the seven-year average of 25.9% for this school.

Educational standings beyond Grade XII are as follows:

Business Courses	7 persons
2 years University	4 persons
3 years University	1 person

The National descents are as follows:

British	42	Central European	31
British-Nordic	19	Northern European	10
French-Canadian	10	American	2

Religious preferences are as follows:

United Church	37	Lutheran	6
Roman Catholic	29	Presbyterian	4
Greek Catholic	6	Baptist	3
Greek Orthodox	12	Others	3
Anglican	11	None in particular	3

Occupations of fathers are as follows:

Farmers	67	Caretakers	3
Professions	3	City Police	1
Business	11	Retired	1
Skilled Trades	8	No employment	1
Railroad Conductors	4	Deceased	10
Foremen	3		

A marked tendency is the increasing percentage of our enrolments from outside points and the decreasing percentage from the City of Edmonton. The percentage from Edmonton for the past three years is as follows: 1935-36, 42%; 1936-37, 31%; 1937-38, 14%. The decrease in the school's enrolment as compared with last year from 150 to 112 is almost entirely accounted for by the decrease in numbers from the City of Edmonton. Low pay, delay in payments, and unattractive living conditions in many cases probably account for the falling off in the enrolment of city students. There is cause for concern in the fact that even in this period of hard times, a shortage of teachers exists.

CHANGES IN STAFF

In June, R. W. Hedley, M.A., B.Ed., was retired after six years of service on the Normal School staff at Edmonton and two at Camrose. As Supervisor in Edmonton, as writer of Provincial courses and organizer and teacher for many years in the Summer School, he played a conspicuous part in establishing instruction in Art in the Province. Popular with his students and purposeful in school activities, he will long be remembered.

This year the Edmonton Public School Board discontinued its services in Writing and Health, and withdrew its capable instructors, Miss Annie M. P. Smith and Miss Evelyn MacIver. Mr. Thomas Hughes, Instructor in Art, was permitted to remain for the year, and continues his excellent services.

In September, Miss Alberta Hastie, formerly of the staff of the Normal School, Camrose, joined the staff. She takes over the courses in Writing, Health, Mathematics and Junior Business. She has further duties as a school nurse.

Miss Jean Dickson was transferred from the Practice School staff in July at her request after two years of service here. She was very popular with both staffs. Miss Edna Goetsch succeeded her. Miss D. M. Harding, after eight and a half years of outstanding service, resigned. In addition to excellent classroom service, she conducted an eight-grade demonstration school in the Normal School on one occasion and assisted on another occasion. Her successor is Miss Jessie MacKinnon, formerly of the Normal Practice staff, Camrose.

HEALTH MATTERS

Dr. Fulton Gillespie was appointed Medical Officer. I quote from his report made after his first term examination: "I was struck with the splendid condition of the great majority of the students; they are a fine group of manhood and womanhood. A study of their personal charts gives evidence in many instances of a recent check-over by the physician and dentist."

With respect to vaccination and inoculation, the following condition was found: Smallpox, Yes 80, No 32; Scarlet Fever, Yes 8, No 104; Diphtheria, Yes 52, No 60.

We have attended to the first of these, and all are now vaccinated against smallpox except one or two whose parents are opposed. No steps will be taken with respect to the second. The third will receive further consideration next term.

Dental and vision defects have received attention in most cases.

PRELIMINARY TESTS

Although preliminary or foundation tests have been given in this school every year, they were given in all three Alberta Normal Schools for the first time in 1937. The tests were weighted, and students of all three schools were arranged in a percentile ranking. While the tests had obvious defects, as far as this school was concerned, they had high prognostic value: 17 of our students who stood lowest were in percentile ranking 0-12. Of these, 3 were required to leave at once, 5 failed and were required to return to Normal School for the winter term, 2 were weak but were allowed to attend Summer School. They did so and failed. Two were required to attend Summer School—they passed. One was required to spend the month of June in the Practice School. Four were successful. These tests evidently were effective in that only 4 of the 17 lowest were entirely successful.

Of 3 others who failed, one (percentile 26) was a satisfactory student, but slight language disabilities interfered with successful practice teaching; another student (percentile 43) probably failed from lack of personal discipline; the other student (percentile 72) failed in many of the professional subjects. One other student (percentile 16) dropped out early in January on account of unpromising standings. The 16 others who were required to attend Summer School stood in varying percentiles.

The 1938 preliminary tests in Spelling, Reading and English Usage were not, in my opinion, as reliable as those of 1937. As indicated, however, at the first of the report, three students of the four in the lowest percentile ratings have found the course difficult and have withdrawn. The fourth is finding the course difficult.

NOTES

Owing to the fact that I was Director of the very large Summer School during the summer, I was not able to attend all of the sessions of the Normal School Instructors' Conference held in the Normal School, Edmonton, early in July.

The Library continues to serve a valuable purpose in the life and work of the school. The number of volumes at December 31 was 4,659. In addition, much of the Summer School is housed here, so that in all 7,159 volumes are available. Full use is made of these facilities—400 or 500 books per week are taken out over nights or week-ends, usually.

Through the courtesy of Superintendent G. A. McKee, Director of Vocational Guidance Dr. C. B. Willis, supervisors and teachers, our students spent an afternoon with the Edmonton City classes for subnormal children and another afternoon in the Manual Training and Domestic Science rooms.

Dr. G. Fred McNally, Deputy Minister of Education, gave an instructive address to the students.

VISUAL INSTRUCTION

Significant of the changing times is the new six-lesson course in visual instruction to be given in January. The school possesses two projection lanterns, but no motion-picture machine. Mr. Brown, of the University Extension Department, has been kind enough to agree to give this instruction, to supply the motion-picture machine, and to give further practical instruction. With the increasing availability of films and machines, this knowledge is now a very valuable asset to teachers, and will soon be a necessary part of a teacher's equipment.

SPEECH TRAINING

The school has always given considerable attention to speech training. Recognizing the necessity of proper vocalization and the cultural values in pleasing speech, we have this year set up a formal course. This is a phase of teacher education, the importance of which is becoming yearly more widely recognized.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(E. L. FULLER)

CHANGES IN STAFF

During the year 1937 three men were added to the staff of elementary school inspectors in the persons of R. V. McCullough, A.B., J. D. Aikenhead, B.Sc., M.A., and J. W. Gillies, B.A. These new appointees have served in various capacities in the classrooms of the Province.

R. V. McCullough is a graduate of Leland Stanford University and the Calgary Normal School. He has had successful experience in Alberta rural schools, and was principal, successively, of the high and public schools in Tofield, Ponoka and Wetaskiwin. Since 1930 he has served as Science instructor in Crescent Heights and Western Canada High Schools, Calgary.

J. D. Aikenhead holds a B.Sc. degree from the University of Manitoba and an M.A. degree from the University of Chicago. In his final year in Manitoba University he acted as demonstrator in Zoology. After considerable experience in rural and consolidated schools, he became principal of the Lacombe High and Public Schools. Latterly he has been engaged in Calgary schools specializing in the instruction of Grade IX classes.

J. W. Gilles obtained his degree in Arts from the University of Alberta, and has completed the requirements, with the exception of his thesis, for an M.A. degree in Education. He was principal of the Millet High and Public Schools for two years, and since 1931 has been vice-principal of the Camrose High School, teaching Science and Mathematics.

ORGANIZATION OF INSPECTION STAFF—ELEMENTARY AND INTERMEDIATE SCHOOLS

The elementary school inspectors are responsible for the supervision of all instruction in Grades I to VIII, and of instruction in Grade IX only in those schools where this grade forms a part of the intermediate rather than of the high school organization. The table below shows the present allocation of the staff, together with the assignment of schools to each official.

Inspectorate and Inspector.	No. of Districts	No. of Rooms	No. of rooms in Operation	No. of rooms in Indian Schools	No. of Private Schools
Athabasca—H. A. Kostash, B.A.	117	135	128	0	1
Barrhead—G. F. Hollinshead, B.Sc.	82	94	94	0	0
Calgary—J. A. Macgregor, B.A.	139	176	167	3	16
Camrose—C. H. Robinson, M.A.	135	172	170	0	0
Cardston—A. R. Gibson, M.A., B.Paed.	76	120	115	7	4
Coronation—R. H. Liggett, B.A.	141	155	138	0	0
Drumheller—W. E. Frame, M.A.	118	174	168	5	0
Edmonton East—J. J. LeBlanc, B.A.	137	190	190	8	3
Edmonton West—R. J. Scott, B.A.	137	184	174	0	4
Foremost—H. A. Macgregor, M.Sc.	127	141	110	0	0
Grande Prairie—L. A. Walker, B.A.	109	126	119	3	3
Hanna—J. C. Jonason, B.A.	182	182	129	1	0
High River—W. H. Edwards, B.A.	132	182	175	0	2
Lac Ste. Anne—J. D. Aikenhead, M.A.	71	79	89	0	0
Lamont—T. F. Hamilton, B.Sc.	99	160	160	0	2
Lethbridge—Owen Williams, B.A.	86	164	154	0	3
Macleod—C. C. Bremner, M.A.	97	156	148	3	4
Medicine Hat—H. C. Sweet, B.A.	150	219	186	0	5
Macleannan—J. W. Gilles, M.A.	84	110	98	8	0
Olds—X. P. Crispo, M.A.	148	174	173	0	1
Oyen—C. M. Lavery, B.A.	120	128	73	0	1
Peace River—G. L. Wilson, B.Sc.	112	124	113	4	3
Red Deer—L. A. Thurber, B.Sc.	152	202	199	0	1
Stettler—W. E. Hay, B.Paed.	142	177	173	0	0
St. Paul—J. L. Gibault, B.A.	158	204	199	6	1
Taber—R. V. McCullough, A.B.	72	94	74	0	0
Vegreville—L. B. Yule, B.A.	124	186	184	0	1
Vermilion—Munroe MacLeod, M.A.	147	183	160	0	0
Wainwright—L. Good, B.Sc.	135	154	146	0	0
Wetaskiwin—John Scoffield, B.A.	152	183	179	4	3
Total	3,681	4,708	4,385	52	58

HIGH SCHOOL INSPECTION

A high school is defined as any school which has at least one teacher offering instruction exclusively to grades above the eighth. Mr. Balfour and Mr. Sullivan have prepared a joint report covering Northern and Southern Alberta, their respective fields. This report is here included in the form in which it has been submitted.

REPORT OF INSPECTORS OF HIGH SCHOOLS

(Northern Alberta: *H. E. Balfour, M.A., Edmonton*)

(Southern Alberta: *D. M. Sullivan, M.A., Calgary*)

Number of High Schools and Teachers

In our previous reports we have made reference only to the publicly-supported schools which offer the Academic courses of grades above the eighth. We submit the following table to present a more complete picture of Secondary Education in the Province:

	No. of Teachers
(a) Academic High Schools, Cities of Edmonton, Calgary, Lethbridge, Medicine Hat	195
(b) In other centres—schools of:	
One room	163
Two rooms	100
Three rooms	33
Four or more rooms	119
Total	415
(c) Private Secondary Schools, approximately	100
Total for Inspectors of High Schools	710

	No. of Teachers
(d) Commercial and Technical Departments (Director of Technical Education)	75
(e) Senior rooms of village and rural schools which include pupils of the eighth and lower grades (Inspectors of Public Schools)	365
Total, centres of instruction for the tenth and higher grades, approximately	1,150

During the year we were able to make inspections and submit reports on the work of 414 teachers in Calgary, Lethbridge and other centres, including some in private schools, out of the total of over 700 for which we are responsible. The extent to which Technical and Commercial subjects are being introduced into the former Academic Courses, and the fusion of the three types of school into one are resulting in a further increase in the number of teachers whose work we are to supervise. Revision of Courses, Departmental Examinations, and correspondence with principals over the necessary reorganization of their schools have made heavy inroads on our time. While the first two of these may be expected to diminish considerably within a year or two, the curtailment of examinations and the acceptance of recommendations from teachers would appear to require a closer check upon the work than can be made by two men.

Equipment of Schools

There has been a marked increase in the number of schools which have been supplied with typewriters, Shop and Household Economics equipment, pianos, gramophones and records for Music, apparatus for Science, and reference books for such new courses as those in Social Studies, Art and Health. The efforts that have been made by most Boards of Trustees, sometimes involving great sacrifices, indicate that the revision has introduced welcome changes and that all are really trying to make these effective. An aggressive teacher can almost invariably persuade his School Board to purchase the apparatus and accessories which he requires; the "wait and see" attitude of school boards who last year considered the new curriculum experimental and ephemeral, has largely been replaced by a benevolent and commendatory state of mind which promises well for the successful outcome of the venture.

Qualifications of Teachers

The qualifications of the teachers visited by us during the year as follows:

Professional Training—181 hold the B.A. degree, 49 hold the B.Sc. degree, 29 hold the M.A. or other post-graduate degree, 155 hold no degree.

Professional Training—High School Teachers' Certificate 64, First Class or Academic 324, Second Class 10, none (in Private Schools) 16.

Of those without degrees it seems safe to say that two-thirds are taking Summer School Courses or doing extra-mural work leading to a degree. The remainder have taken, or signified their intentions of taking, Summer Courses in the Options, or are directing their energies to some special field such as full-time Commercial or Technical teaching.

Again this year, teachers in record-breaking numbers attended Summer Schools in the Province and elsewhere to prepare for teaching the new Options or to improve their techniques in the traditional subjects.

Private Schools have in the past been visited less frequently than the publicly-supported schools. However, the introduction of the new curriculum, with its stress on teaching efficiency, has made it necessary to keep a closer check upon them. In most cases, these residential schools have compared quite favourably in buildings and equipment with our public and separate schools. It would appear that the time has arrived for the staffs to conform in professional training and special courses with the more rigorous standards that have been demanded from the Alberta teaching body.

Gradings

High schools of the four largest cities are inspected once in two years, the cities chosen this year being Calgary and Lethbridge. In the former there are large Senior High Schools and a number of Intermediate Schools; inspections were made in the senior schools only. In Lethbridge Public Schools and Separate Schools of both cities the Grade IX classes are retained under the high school organization. Including city inspections, we have prepared reports on the work of 414 teachers. The distribution of gradings is as follows: Excellent, 21; V.G. 2, 79; V.G. 1, 145; Good 2, 114; Good 1, 40; Fairly Good 2, 11; Fairly Good 1, 4; Fair, 0.

Statistics are not available as to the relation between length of experience and skill in teaching in this group. It seems true, however, that efficiency increases more or less uniformly with experience. Many teachers of extended experience are enthusiastic about the new techniques ushered in with the new courses. Others are skeptical with regard to the curriculum itself and openly critical of its aims and objectives. A pleasing feature, however, is the determination of the teaching body to give effect to the expressed wishes of the Department, and there has not been a case of active opposition to the spirit and trend of the new educational set-up. A considerable number of experienced teachers, who through force of circumstances are unable to better their academic and professional status have given expression to their dissatisfaction with conditions which threaten to jeopardize their security of tenure. They argue, and convincingly, that they have made a valuable contribution to education in the Province, and that their experience should entitle them to special consideration in competition with recent graduates of professional schools. Their case would appear to be worthy of investigation with a view to granting them special certification on the basis of successful experience and standing in their respective communities.

Quality of Instruction

Without doubt the greatest improvement in the technique of teaching lies in the field of Social Studies. Too many teachers still interpret this as a note-writing subject, but a gratifying number have caught the spirit of the course and have surrounded their classes with an arrangement of work-tables and well lined shelves of books, periodicals and pamphlets. These, when properly used in conjunction with well indexed files, encyclopaedias, bulletin-boards and maps, create an atmosphere suggestive of well directed activity and research. One enthusiastic teacher can leaven a whole staff, with the result that this enterprise programme is carried over into the other subjects of Grades XI and XII. Classes and teachers become so enthusiastic about the new courses that it is not uncommon to have requests for all eight themes in Social Studies instead of the prescribed five, for all the sections in Bookkeeping instead of seven, and for six of the optional selections in Art 1 instead of limiting them to two.

The new procedures in Grade IX Examinations last June have had some influence upon the type of teaching encountered. There is less teaching for examinations and more stress on the application of school studies to life. The most unsatisfactory subject, from the standpoint of improvement in teaching methods, is English. Literature lessons are uninspiring and Composition is too often divorced from the life activities of the pupils. With more extensive courses of reading that are finding their way into our programme, and the close integration of Composition with all phases of every subject, there is reason to hope that a marked improvement is imminent in the entire field of English, in the direction of more vital and meaningful teaching.

The new texts in Algebra and Chemistry are being subjected to some criticism on the ground that the courses are too long, and in the latter that the course for

Grade XI overlaps that for Grade XII. The new courses do appear more formidable in scope than the old, but this must be considered in conjunction with the fact that they are not intended as minimum requirements in preparation for Departmental Examinations, but rather as guides for the teacher, including many suggested activities from which the alert teacher and class may select. In deliberately giving to the teachers more initiative in deciding what is to constitute the course best suited to their students and to the time available, it was necessary to include more than a rigidly prescribed sequence of topics as for examination coaching.

There have been a few notable instances of teachers not understanding the altered aims of new courses. In Algebra, fresh and labour-saving concepts in graphs are often ignored, and valuable time is wasted on laborious and mechanical point-plotting. In Social Studies some are making most exhaustive studies of all phases of the histories of individual ancient states, instead of following the course as outlined.

In Health and Physical Education there have been some notable advances at many centres; as facilities are secured, boys and girls are being segregated, given instructors of their own sex, and are being enabled to secure vital and wholesome information and to indulge in types of exercise better suited to them.

Grade IX Options

In order of popularity as shown by reports from schools during the fall term, Junior Business, Art and Dramatics still rank as first choices, as they did a year ago. Of the schools reporting to date, the number attempting each is as follows: Junior Business 139, Art 110, Dramatics 107, Music 73, Oral French 57, Typing 45, General Shop 23, Home Economics 19.

One hundred and twenty schools offer three options only; hence in these all pupils must conform to the choice of the majority, or in some cases to the necessity of the school through its teacher or school board. Twenty-seven schools offer four options, eleven offer five, five give six, and one, seven. Even in the larger centres it is sometimes not practicable to offer a certain option because of the very few wishing to enroll. Other factors affecting the offering are cost of equipment and accommodation in Home Economics and Shop, the personal attention required in Oral French, and temperaments and aptitudes in Dramatics, Music and Art.

Grade X Options

Bookkeeping, Dramatics and Art are chosen most generally in Grade X, with Biology close behind. Next in order are Typing and Music, then Geology, General Mathematics, Stenography, General Shop and Home Economics follow in order. A few schools offer Mechanical Drawing, General Science, Needlework; and where pupils are desirous of a more definitely commercial course, they take Spelling, Penmanship and Commercial Mathematics.

In Dramatics too much attention is paid to play production in many schools. Improvement of diction, articulation, enunciation and pronunciation receive too little stress. Where Dramatics and English are taught by the same teacher, there is frequently good correlation, and in a few schools several teachers working together have interwoven Dramatics, Art, Music, General Shop and even Oral French into a well-integrated activity programme.

Next to Dramatics, probably the most poorly interpreted option is Music. Rote singing, in many schools, is lifeless and uninspiring; the facilities for teaching Music Appreciation are meagre; and the background in Theory is almost negligible. As this subject is continued from year to year under competent instructors, there is ground for hope that a real enrichment may be made to the

student life, but as long as incompetent instruction is permitted the value of this option is open to serious question.

Teacher Supply

For several years it has been customary to assume that there is an over-supply of teachers in the Province, and that this situation applies in the secondary schools. Our experience during the past year has been that no over-supply exists, particularly if one assumes that part or all of a University degree is an essential requirement. Difficulties encountered in assisting School Boards to fill vacancies in High Schools indicate that the demand is at least equal to the supply. There were several instances of boards being unable to secure graduate teachers.

A year ago we drew the attention of University authorities to the fact that graduate teachers frequently, if not always, found themselves confronted with the necessity of teaching subjects in which they had received no University training whatever. We asked that they re-arrange the Arts courses, at least for teachers, so that fewer of those intending to enter this profession would read for Honors in a restricted field, and that more would be able to secure some training in a greater variety of subject fields. We are pleased to be able to report that in September the University gave effect to these recommendations in very considerable measure, and that it seems likely to go much farther in this direction.

Teachers' Conventions

High School Conventions were held during the fall term as follows: Calgary district, Edmonton City, Northern Alberta, Lethbridge, Medicine Hat, Grande Prairie and Peace River. Attendance records were broken, and teachers expressed satisfaction with the programmes of entertainment, inspiration and instruction. Attention was centered closely on the aims and objectives of the new courses. Group discussions were featured in all seven conventions. Satisfaction was expressed with the projected change in organization whereby the teachers' professional organization will hereafter assume complete control of the conventions through the smaller locals. By this arrangement the high school conventions will continue to function, but the local conventions will also utilize more fully the services of the resident high school teachers and principals in discussing professional problems.

Inspection of Elementary and Intermediate Schools

The following tables compiled from statistics supplied by the inspectors indicate objectively the work accomplished during the year 1937:

TABLE OF MILEAGE

	Total	Average
(a) By Rail	25,100	836.6
(b) By Car	265,724	8,857.8
Total	290,824	9,694.4

TABLE OF INSPECTIONS

Total and average number of inspections during the year		
	Total	Average
(a) Elementary Schools	4,358	145.2
(b) Indian Schools	45	1.5
(c) Private Schools	39	1.3
Total	4,442	148.0

TABLE SHOWING DISTRIBUTION OF INSPECTIONS

	Graded	Ungraded	Total
Number of rooms inspected once	1,127	2,210	3,337
Number of rooms inspected twice	134	410	544

DEPARTMENT OF EDUCATION

TABLE SHOWING TOTAL AND AVERAGE TIME SPENT BY INSPECTORS
IN DIFFERENT TYPES OF DUTIES

	Total days	Average days
(a) Inspection	2,924.5	97.5
(b) Investigation	862.5	28.75
(c) Official Trustees	627.5	20.9
(d) Attendance Officer	118.5	3.95
(e) Examinations	438.0	14.6
(f) Special	1,490.0	49.6
(g) Reports and Correspondence	1,897.0	63.2
Total	8,358.0	278.5

During the year nine of the inspectors were engaged in the onerous work pertaining to the operation of the large divisions established the previous year. A number of other inspectors were called upon to organize new divisions, and were assisted by other inspectors in holding meetings and attending to other details. The extra responsibilities were time-consuming and interfered unavoidably with the routine of inspection. The spirit and enthusiasm with which the men who were affected undertook their extra duties entitle them to the highest praise.

SURVEY OF EDUCATIONAL CONDITIONS AND PROGRESS AS INDICATED
IN REPORTS OF INSPECTORS

Following instructions, each elementary school inspector in charge of a field has submitted a report on educational conditions and progress in his area. These reports include observations on the new and exacting duties in connection with the operation of the eleven school divisions which came into being at the beginning of the year. The information received covers the following main headings:

- A—Factors affecting operation and financing of schools.
- B—School organization.
- C—Inspection and Supervision.
- D—The new Grade X course.
- E—School Fairs, Fall Conventions, Musical Festivals, etc.
- F—Additional features and suggestions.

In the following pages an attempt has been made to consolidate and generalize the findings of the individual inspectors, and to give them as wide an application as possible in presenting the summary of educational efficiency in the elementary and intermediate schools of the Province.

A.—FACTORS AFFECTING OPERATION AND FINANCING OF SCHOOLS

I.—*General Conditions*

Seeding operations commenced at an early date in 1937 and there was splendid germination of seeded grains. During May and June and the first half of July dry weather and high winds caused soil drifting over large sections of the Province. Heavy rains the latter part of July came too late to save the situation in many parts of the Province, and wheat sown early produced a light crop. On the other hand, wheat and coarse grains that were sown late in May produced a comparatively good yield as a result of midsummer moisture and absence of frost until late in September. While crops were more profitable than in 1936, the returns in the drought areas made economic conditions the worst in many years. Almost complete failures were reported from Coronation, Hanna, Foremost, the south-western part of Camrose district and the south-eastern portion of the Drumheller inspectorate, also in Wainwright, Oyen, Stettler and Cypress.

Returns were average or slightly below average in parts of Athabasca, Edmonton, Grande Prairie, Lamont, Macleod, Maclellan, Olds, Peace River, Red Deer, St. Paul, Vegreville and Vermilion. A more favourable yield than usual in

recent years is reported from Wetaskiwin, parts of the Red Deer inspectorate, High River (with the exception of the Lake Macgregor area) and Calgary. The south-western corner of the Province had the largest yield since 1929 with richer pasturage and plenty of fodder. South and west of Lethbridge the average crop returns were the highest in eight years. In the irrigated areas around Taber, Barnwell, Vauxhall and Scandia fine yields and good prices are reported. Yields of green hay and vegetables in the Eastern Irrigation District of the Medicine Hat inspectorate were high, and the higher market prices of these products have resulted in a very prosperous condition. In scattered portions of the Province the seasons' returns in all agricultural products were higher than usual, while in others improved prices offset in some degree the reduced yields. Over the Province as a whole it is quite safe to say that economic conditions have imposed a severe strain on the morale of the primary producer. In the Oyen inspectorate the worst crop failure of a series of six has resulted in a great exodus from the area. Adverse economic conditions in the Wainwright inspectorate have also led to a well-defined movement of farmers out of the districts in the south and east, where the land is quite light. Very considerable sections of the drought districts of Hanna and Medicine Hat are gradually becoming depopulated. In all irrigated areas the school population has made a definite increase, new rooms were opened, and teachers find no difficulty in securing employment at good salaries.

II.—*Operation of Schools*

Full time operation of schools is now the rule rather than the exception. Factors responsible for the improvement in length of operation are the lengthening of the grant-drawing period to the full school year of 200 days; and in the Divisions, the efforts of the superintendents to curtail or shorten the winter vacations. Epidemics and teacher scarcity in isolated cases were serious factors in preventing full-time operation of schools, but on the whole 1937 showed improvement over preceding years in the attendance and operation of our schools.

Financial assistance to make possible the current operation of schools was extended to a number of districts by the method of guaranteeing bank loans. In each case where the Government's guarantee was given, the Department impressed on the Board the necessity of meeting its note at the due date.

During 1937 the policy was continued of making a special grant of \$150 for the erection of a first school in a newly organized district. This grant is applied where a school is erected by voluntary labour, and all inspectors state that it is a strong factor in making operation possible in newly settled areas.

The matter of tax collections is an important one, and the necessity for the adoption of an effective collection policy on the part of both provincial and municipal authorities seems pressing. In some parts of the country the people do not appear to be tax conscious in the sense that they are seriously anxious to keep their taxes paid up.

Many secretary-treasurers are good bookkeepers but very indifferent tax-collectors. Tax-collecting is a highly specialized job, demanding a special personality and constant practice. If municipal councils consider themselves merely agencies for collection of voluntary payments and for transferring receipts to school boards, they are defeating the purpose of the Act. Where the Department of Municipal Affairs has opened local offices with agents in charge of collections of taxes, good results are being secured in the collection of taxes in local improvement districts.

The principle of one taxing and collecting authority is sound, and the municipality with its machinery should be able to collect taxes better than a local

school board. It is true that an efficient school board with an aggressive secretary-treasurer sometimes will secure better results than a municipality in spite of all the latter's machinery for collection. It is, in the last analysis, the corporate personality, attitude and courage of the taxing and collecting body which finally determines the effectiveness of the principle.

All inspectors report a slight increase in the average salary paid in the one-room school. This is a result partly of improved economic conditions, partly of the vigorous policy of the Department in scrutinizing the resources of the district before authorizing a salary below the statutory minimum. In most cases where salaries are in arrears, the total of such sums is being gradually reduced. There is a pronounced improvement noted in the promptness of payment; except in isolated cases, boards endeavour to make payments monthly.

B.—ORGANIZATION

I.—*Number of New Districts*

Returns from inspectors show that 41 new school districts were organized during the year, and eight others are well on the way to erection. Thirty-two of the 49 organized or projected new districts are in the six inspectorates which border on areas that still remain for settlement; namely, Peace River, Grande Prairie, Athabasca, Barrhead, St. Paul and West Edmonton. During 1937 the Berry Creek School District was disorganized and formed into 13 smaller districts in order to make it possible to comply with section 232 of The School Act.

II.—*Number of New Schools*

Seventy-one schools were erected during the year. This number includes five structures to replace buildings destroyed by fire. New rooms or additions to schools were constructed in sixteen districts, seven others are now under construction, and two are to be built in the near future. Temporary buildings were erected in six districts and a number of buildings were remodelled. In the drought areas some schools were moved and repaired when set up in their new locations. A number of teacherages have also been erected. The tendency is more and more in favour of full basements under the buildings, thus ensuring more even temperature and better ventilation. Inspectors report an increasing desire on the part of school boards to improve lighting facilities; and in some areas where a larger unit has been mooted, surplus money is freely devoted to repairs and renovation of the local school.

III.—*The Larger Division*

During the first week of January, 1937, the eleven school divisions established during the previous year commenced operations, with an inspector-superintendent and an elected school board in charge of each. Later in the year eleven additional divisions were organized. Meetings were held at suitable centres for the purpose of explaining the new plan to the electors and of giving them an opportunity for voicing their opinions. These meetings were addressed by the local members of the Legislature and by the inspectors and other departmental officials. Later the orders establishing the divisions were gazetted, and all the requirements in regard to the nomination and election of trustees carried out. Elected boards in the eleven new divisions will take office on February 1, 1938. The first eleven divisions in the following table have been functioning during the year 1937, and the last eleven will be in operation in 1938.

LARGE SCHOOL DIVISIONS—ALBERTA

No.	Name of Division	Name and Address of Inspector	Name and Address of Secretary-Treasurer
1.	Berry Creek	J. C. Jonason, B.A., Hanna	T. E. Heaton, Hanna.
2.	St. Mary's River	T. F. Hamilton, B.Sc., Cardston	Z. W. Jacobs, Cardston.
3.	Foremost	H. A. Macgregor, M.Sc., Foremost	David Terriff, Foremost.
4.	Cypress	H. C. Sweet, B.A., 534 11th St., Medicine Hat	F. G. McLaughlin, 217 6th Avenue, Medicine Hat.
5.	Tilley East	H. C. Sweet, B.A., 534 11th St., Medicine Hat	F. G. McLaughlin, 217 6th Avenue, Medicine Hat.
6.	Taber	R. V. McCullough, A.B., Taber	B. L. Cooke, K.C., Taber.
7.	Lethbridge	Owen Williams, B.A., 532 15th St. South, Lethbridge	G. C. Paterson, Lethbridge.
8.	Acadia	C. M. Lavery, B.A., Oyen	Clarence G. Paterson, Oyen.
9.	Sullivan Lake	J. C. Jonason, B.A., Hanna	Harry K. Fielding, Hanna.
10.	Peace River	Geo. L. Wilson, B.Sc., Peace River	R. B. Manly, Peace River.
11.	Lac Ste. Anne	J. D. Aikenhead, M.A., Sangudo	Frank W. Wiggins, Sangudo.
12.	Pembina	R. J. Scott, B.A., 10049 113th St., Edmonton	Claude M. Clark, Edson.
13.	Clover Bar	J. J. LeBlanc, B.A., 10713 98th Ave., Edmonton	C. E. Bowker, Room 33, Dominion Bank Chambers, Edmonton.
14.	Grande Prairie	L. A. Walker, B.A., Grande Prairie	Geo. R. Patterson, Grande Prairie.
15.	Rocky Mountain	L. A. Thurber, B.Sc., Red Deer	J. Stronach, Rocky Mountain Hse.
16.	Neutral Hills	R. H. Liggett, B.A., Coronation	Dugald A. McAlpine, Coronation.
17.	Holden	C. H. Robinson, M.A., Camrose	V. J. Reay, Holden.
18.	Lamont	A. R. Gibson, M.A., B.Paed., Lamont	Marshall Woycenko, Mundare. (Not yet appointed.)
19.	Vegreville	L. B. Yule, B.A., Vegreville	A. G. Lewis, Camrose.
20.	Camrose	C. H. Robinson, Camrose	Wm. Halina, Myrnam.
21.	Two Hills	F. Hannonchko, B.A., Two Hills	D. V. York, Killam.
22.	Killam	E. W. White, B.A., Killam	

The first eleven school divisions include a total of 762 districts. Divisions numbered twelve to twenty-two inclusive embrace 730 former districts. Except in the case of one village incorporated after admission, and one consolidated school included by mutual agreement, no village town or consolidated districts have as yet been included in the divisions. The School Act, however, makes possible the admission of these districts on terms mutually acceptable to the boards concerned, provided the agreements have the approval of the Minister.

The map following shows the approximate area covered by each school division. It indicates roughly that two-fifths of the area of the Province served by schools has been included in the larger unit.

The first year of operation of the eleven large divisions brought undoubted advantages in the administration and effectiveness of our schools; and indications are not lacking that these gains will be consolidated and extended in the light of the experience gained in 1937 by the divisional boards and superintendents.

Comparative Costs of Administration

In spite of the fact that capital expenditures were excessively heavy in some of the divisions, owing to the necessity of setting up central offices, the building, renovation and moving of schools, purchase of permanent office equipment and other expenses, the consensus of opinion is that substantial savings were made and better service offered. It is safe to assume that in succeeding years even greater savings will be effected. The advantages of large-scale buying, in the case of supplies and fuel, have been stressed, and savings have been effected through placing blanket insurance on all the schools. Inequalities in mill rates and salaries have been eradicated and a more business-like administration carried on. The following excerpts from superintendents' reports give a more detailed picture of the comparative costs of the new and old systems of administration.

Excerpts

"The total cost of operation of the individual Districts in the Division in 1936, as shown by their annual financial statements, was \$86,737.66. The Divisional Board estimated that the 1937 expenditures under the new set-up would amount

to \$76,603.00. Up to the end of November the sum of \$64,935.32 had been expended. The uncontrollable expenses for December will be \$6,242.10, and there will probably be additional bills of some \$3,000.00. When these sums are added to the amount already expended, the year's expenditures will amount to some \$74,177.00, which is well within the year's estimates and some \$12,500.00 less than the total cost of operation of the individual Districts in 1936.

"Two injustices of the old system were removed in the first year of the operation of the Division. (1) Under the old system some Districts which were relatively poor financially were paying very low salaries, while others were paying the minimum salary of \$840.00 a year for the same class of work. This has been corrected by the adoption of a salary schedule. (2) Under the old system mill rates in the School Districts of the Division varied from 0 to 20 mills on the dollar. This injustice has been amended by the levy of a flat rate of 9 mills over the whole Division."

INSPECTOR A. R. GIBSON, Cardston.

"Along with a lowered administration cost has occurred a more business-like administration of the schools in general through the standardization of the costs of various services and improvements of the inferior situations to a satisfactory minimum standard. Teachers have enjoyed a higher standard of working conditions and greater freedom through their responsibility to a technical supervisor, an experienced secretary-treasurer, and a divisional trustee board head and shoulders in viewpoint and ability above many corresponding officials of individual districts, and the teachers are responding well to their new circumstances with few complaints from districts as to a too-independent attitude on the part of the local teacher. Through a better understanding of the official attitudes, which as yet have not been sufficiently expressed through the Divisional Office, marked improvements from the teaching of the better members of the staff is to be expected."

INSPECTOR H. A. MACGREGOR, Foremost.

"The personnel of the Board consists of men and women of superior ability, who have demonstrated to the public by the conduct of their own affairs that they have real business ability.

"The affairs of the district are carried on in a business-like manner as evidenced by purchasing of school supplies, fuel, etc., in large quantities under contract. Another example of efficiency is the making of uniform contracts for caretaking of the schools. Last year the caretaking salaries ranged from \$2.00 a month per room to as high as \$7.00 per month. This year the rate is \$3.00 a month from April 15th to October 15th and \$5.00 per month for the remaining months, making a total of \$42.00 per room per year. A teachers' salary schedule has been adopted that has abolished the inequalities that existed prior to the organization of the Division, and has tended to create a better spirit among the teachers. A schedule for the payment of conveyance fees has been put into effect, which is a reasonable one.

"Substantial savings have been made through placing blanket insurance on all the schools. Last year the auditing of the books of all the districts cost \$435.00. This year the cost is \$40.00."

INSPECTOR J. C. JONASON, Hanna.

"(1) Total cost of operation in 1936 (local Boards)	\$65,579.15
Total cost of operation in 1937 (Divisional Board)	64,997.54
Approximate Savings	\$ 581.61
(2) Comparison of salaries paid in 1936	\$47,397.66
1937	51,895.85
Increase in 1937	\$ 4,498.19
(Salaries have been paid promptly in 1937.)	
(3) Administration costs in 1936	\$ 2,689.00
1937 (Sec. office, etc.)	1,585.00
	\$ 1,104.00
(The 1937 includes \$211.00 for Directors' fees, and \$171.00 for mileage.)	
(4) Purchasing exercise books, pencils, pen nibs, construction paper, etc., the Divisional Board saved	\$ 1,212.00

This saving is passed on to the pupil by selling pencils and exercise books at cost.

"The savings in several parts are spent in providing better schools. In 1937 the Divisional Board spent \$50.00 on health. There is no noticeable record on the old cash books to indicate any such expenditure between 1934 and 1937. The Divisional Board have spent money on wells and pumps. All libraries have received a few books. Science equipment has been placed in more than half the schools. Almost \$1,000.00 has been spent on school furniture. The Divisional Directors have carefully considered the taxpayer and the child."

INSPECTOR J. D. AIKENHEAD, Lac Ste. Anne.

"Our larger Division has perhaps suffered more than the usual number of growing pains on account of the greater shortage of cash in this region and the moving away of so many of our people during the first year of operation.

"We set out first of all by attacking the insurance problem, which showed itself in two ways in particular: (1) over valuation of school property, (2) diversity of rates. In some cases schools were not insured at all and in others policies were written which did not cover the school because it was vacant.

"We set about getting a more satisfactory valuation on the property, and had prospective plans submitted at our March meeting from a number of companies. We now have a policy which picks up schools as present policies run out, under a general coverage for the whole group.

"Our board, which has worked most harmoniously, felt that it had accomplished something worth while in getting in a supply of coal for the winter in each school this fall and in buying it at a flat rate delivered in the schools. This piece of work represents a very real saving.

"Our board are trying hard to keep expenses down to a minimum and are making a great deal of personal sacrifice in doing so; but they often feel a bit discouraged when, after facing all of the difficulties and criticism which naturally come their way, they find it impossible to secure funds necessary to carry on their business. This, however, is one of those difficulties which seems to have been always present with most of the school districts in our Division, and we would be worse than short-sighted if we expected it to clear up in an instant when the large boards took over."

INSPECTOR C. M. LAVERTY, Oyen.

"To give effect to the possibility of the savings through buying in large quantities, a warehouse was built early in the year at a cost of slightly under \$500.00. The building has two rooms, one for storage purposes and one for a work-room for the making up of parcels and sorting of the supplies to be parcelled.

"Hardware materials were purchased from a local wholesale firm and managed through the warehouse in connection with building construction and repair work. Broken desks in need of repair were brought to the warehouse, reconditioned and resurfaced and returned to use.

"Classroom supplies, including pencils and paper for pupils were bought on open tender, delivered to Peace River by freight and re-distributed from the warehouse. Textbooks were secured in August and re-sold to pupils at a discount off the list price. Library books in need of repair were brought in and re-conditioned.

"Calculations indicate that the saving effected through quantity buying was in excess of the equivalent of one mill on the assessed valuation of the Division."

INSPECTOR G. L. WILSON, Peace River.

Additional Services

The larger division makes possible increased supervision. Seven of the nine superintendents had charge of one division each during the past year, while Messrs. Jonason and Sweet were responsible for the supervision of two each. The superintendent is in close touch with the teachers and their problems; he makes an official visit at least twice during the academic year, and makes many contacts with parents, ratepayers, and trustees in the course of his duties. Teachers who by reason of temperament or for other causes do not fit in well in the schools in which they are placed, can be and are moved to a more congenial environment. The superintendent is able to encourage co-operation between schools in the use

of libraries, health services, music supervision. Changes in the location of schools to conform with shifting population are now possible as never before. Schools are now placed to suit the convenience of the patrons, an impossibility under the old rigid four-mile square rural school district. The following observations from inspectors' annual reports illustrate what has been accomplished in the way of additional services:

Excerpts

"Through the efforts of the Divisional Board a Provincial Health Clinic conducted over 800 individual examinations and over 200 operations, the latter at minimum or no charge. The improvement of individual children at their school work has been as marked as a result of these clinics as it has been from previous clinics of this type. Careful attention to the ability to teach Music has been paid as new teachers were assigned to schools, and many undertook Summer School courses to improve their abilities; local authorities have been encouraged to purchase pianos, and have been given financial assistance in these purchases up to 70%."

INSPECTOR H. A. MACGREGOR, Foremost.

"The larger unit makes possible the placing of teachers in schools where they are best fitted by reason of their experience, training and temperaments. Changes were made last June with the minimum of disturbance, and the final placement of teachers was in general acceptable to teachers and ratepayers. One significant comparison that should be noted is that in the Sullivan Lake Division where conditions are by no means ideal, there were 15 resignations out of a staff of 59 teachers, whereas in the unorganized part of the Hanna Inspectorate, where the economic conditions are better than those in the Sullivan Lake Division, out of 87 teachers 40 resigned. That is, in the Division the percentage of resignations was approximately 25 as compared to approximately 44 in the unorganized part.

"The people in general appear to be satisfied with the new set-up. The only people from whom I have had adverse comments re the Division are a few of the former office-holders under the old system."

INSPECTOR J. C. JONASON, Hanna.

"The circulating library serving the schools of the Division is functioning very effectively. All the teachers appreciate this new service extended to the pupils, and speak very highly of the reaction of students to the reading material thus provided. The plan drafted last year has been somewhat modified so as to allow of exchanges between sub-divisional schools once a month. Four hundred books were purchased by the board for the library. To meet increased demands in this field new books will be purchased periodically, so that eventually all books serving schools in this fashion will be the property of the Division.

"In an effort to extend to teachers and pupils of rural schools some of the advanced facilities offered in urban centres, the board appointed a supervisor of Music on September 1st. All rural schools have enjoyed this service, and very good work in Music is now being done in all schools in the Division."

INSPECTOR OWEN WILLIAMS, Lethbridge.

"In the Cypress Division, the school in Lodi S.D. No. 2324 was closed at mid-summer and arrangements made for the children of the district to attend the school at Hilda. A classroom was rented at Hilda, and at the first of the fall term three rooms were opened at Hilda in place of the two formerly operated there. Instruction in the principal's room is now limited to the work of Grades IX to XI. The school building in Mantz S.D. No. 2969 was moved to a new location nearer to the boundary of Lodi S.D. No. 2324, where it provides for all the children of its own district and for the families of the Lodi district most distant from Hilda.

"In the Tilley East Division the school in Bray Lake S.D. No. 4046 was moved to a more convenient location. The school in Bingville S.D. No. 3182 was moved to a location where it can serve the children of three school districts, and thus the operation of one school was made unnecessary. The school in Delta S.D. No. 2985 was moved to a location where it could serve the school population of the adjoining territory to the east of the Division, and it was placed in operation in October. The board is dealing with plans for the moving of the school

building from Rainy Hills S.D. No. 2313 to Iddesleigh to replace a rented building, and with plans for moving the school in Lila S.D. No. 3947 to a location more convenient for all the children of this district."

INSPECTOR H. C. SWEET, Medicine Hat.

"Our library materials are scarce, but we have endeavoured to meet this situation partially by bringing in the supplies from what would seem to be permanently closed schools and distributing them to those in operation by way of the central office. Reference work is still lacking even though it has been purchased where we could see no hope of substituting. In the matter of supplementary reading, our teachers are helping by exchanging books at their sub-divisional meetings."

INSPECTOR C. M. LAVERTY, Oyen.

"The big problem of the year was the endeavour to improve school facilities for rural children. This has been accomplished with a fair measure of success. It has necessitated the closing of several small schools and the establishment of van routes for the conveyance of public and high school students; but parents have taken very kindly to this system of co-operative schooling. In fact, all van routes established were arranged by the board at the request of interested parents."

INSPECTOR OWEN WILLIAMS, Lethbridge.

"Armada S.D. No. 2020.—The buildings were surrounded by sandy land. On windy days the disturbance from dust made it practically impossible to operate the school. The buildings were moved to a new site at a cost of \$225.00. Living accommodations were necessary for the two teachers. This was handled by the purchase of a two-room teacherage, which was placed on the school grounds and suitably equipped.

Travers S.D. No. 3996.—The school buildings from Grand Springs was moved into Travers to make the second room.

Rosemead S.D. No. 3688.—Arrangements are under way to transfer the school buildings from Prairie Queen to Rosemead to take the place of the small temporary room now being used there.

Neidpath S.D. No. 2623.—Owing to an apparent increase in student enrolment, it was decided to open a second room in this school. To make accommodation, a building was purchased from the Lethbridge Division, and transported to the grounds. Although the enrolment did not increase to the number expected, the expenditure has been fully justified, as this is an irrigated area where student population is increasing.

Collett S.D. No. 2146.—The school in this district was not properly situated to give the best service. All students had to travel too far to school. The building, foundation and surroundings were in a bad state. The building was torn down and a new building erected in a more favourable location at a cost of approximately \$2,700.00.

To facilitate an efficient instruction in Music, a musical supervisor was engaged to take over active duties last September. All schools of sub-divisions 1, 2, 4 and 5 have received the benefits of his work. The schools of sub-division 3 have been under the direction of a music teacher who assists in teaching as well as in supervision. Owing to illness, the latter teacher was delayed in commencing her services—the teachers meanwhile carrying on alone.

All schools of the Division are enjoying the advantages of a circulating library, which has continually increased in effectiveness. Some isolated schools cannot readily participate, and a permanent library is the solution in these schools. Approximately \$450.00 has been spent on books, and the supply will be added to as conditions permit. The teachers report a keen interest on the part of the students in the new books at their disposal."

INSPECTOR R. V. McCULLOUGH, Taber.

High School Facilities

The stated objective of the Divisions in their first year of operation was the provision of educational facilities at least equal to those received in the past and at no additional expense. The setting up of divisions was coincident with changes in the curriculum of the secondary schools; and this imposed an additional burden on the divisional boards through the necessity of purchasing reference books and

science equipment for Grades IX and X. In some of the divisions a set of books or even science apparatus has been made to serve two adjacent districts by means of monthly exchanges. In areas where families were rendered destitute by crop failures, high schools have been set up. In others, where the cost of a high school has been prohibitive, arrangements have been made to transport high school pupils to a convenient centre, while in still other districts dormitories have been arranged. Secondary education has thus been made possible for an increasing number of children who, without the organization of divisions, would have been deprived of further education. In addition, through more intimate contact with the schools the divisional boards and superintendents have been able to extend the period of operation. The following excerpts testify to the services offered in the high school grades:

Excerpts

"However, the first year of operation has not passed without some improvement. The new courses of study have made heavy demands on the school libraries, especially in the matter of reference books. To meet these demands, purchases of books were made totalling about \$1,000.00. The method of distribution is by having the teachers in each subdivision meet at regular intervals and exchange these library books. Reports from these meetings so far indicate that the pupils have derived keen enjoyment and considerable profit. It is hoped that this policy will be continued."

INSPECTOR A. R. GIBSON, Cardston.

"This fall the Board was confronted with a problem of providing High School training for a considerable number of boys and girls in the western part of the division. This area suffered for the first time a complete crop failure, thus making it impossible for the parents to send their children desiring High School training to the nearby high schools. The Sullivan Lake Board was unable to pay the exorbitant fees charged by the town and city high schools, and so with the voluntary help of the parents of the children concerned and using materials and equipment from vacant schools in the area, two high schools were set up, one at the hamlet of Watts and the other in the Elmer S.D. The school at the former place is called the Watts High School, and has an enrolment of 18 students in Grades IX, X and XI. The school in the Elmer district is called the Hand Hills High School and has an enrolment of 22 students. The larger unit provided the means of dealing with an emergency situation of this kind. It took less than three weeks to canvass the situation, enlist the support of the parents, furnish the classrooms and have the schools in operation. This one undertaking of the Board has done more than anything else to demonstrate the worthwhileness of the larger unit."

INSPECTOR J. C. JONASON, Hanna.

"High school facilities were extended for divisional students. Arrangements were made with the boards of the towns and villages within the general area of the division whereby all students seeking instruction in the work of Grades IX to XII would be admitted to their schools. Advanced instruction has been provided in two two-room schools of the Division. The enrolment in Grades IX to XII has increased from 28 in June to 68 in September, an increase of 142%."

INSPECTOR G. L. WILSON, Peace River.

"It appears advisable for the proper authorities to give some consideration to the expediency of minimum conveyance distances in consolidations being lengthened to conform with the minimum conveyance distances in schools operating under Section 131 of The School Act. Firstly, the minimum distances in Section 130 are ridiculously low and are historical in origin rather than reasonable; secondly, the existence of a dual set of distances is embarrassing to the Division or individual school district concerned which happens to be proximate to a consolidation; thirdly, parents enjoying those allowances paid because of residence ranging from 2 to 3½ miles from the consolidated centres will not agree to inclusion of the consolidation within the Division. The writer believes that consideration should be given to the standardization of distances and the increase of minimum distances for conveyance allowance purposes in consolidations."

INSPECTOR H. A. MACGREGOR, Foremost.

Attitude of the People

Objections to the larger division have come from various sources. Trustees, secretary-treasurers and others personally affected have resisted the new administrative set-up, and objections have been raised in districts whose mill rates were formerly low. Where the divisions are functioning, most of the people have come to a position of acquiescence, realizing that the Divisional Board has the interests of the children and ratepayers at heart. Teachers, under the new system, have more freedom to embark on improved educational policies without fear of misinformed local interference; their responsibility to a trained and experienced Divisional Office authority has made possible distinct improvements in former poorly managed schools, and has increased the possibilities in schools where intelligent trustees formerly held sway; educational standards have been raised and increased services given. Realizing this, the public in general has become more and more enthusiastic about the possibilities of the new type of administration. In the eleven new divisions soon to be projected, the attitude of the people varies from organized opposition, on the one hand, to restrained enthusiasm on the other. The following extracts present a picture of public reaction to representative divisions now in operation.

Excerpts

"The work and business of the Divisions has been carried on during the first year of organization with the active co-operation and good will of the majority of the local boards of trustees and their officers. Many of the local trustees and electors have realized, especially during the latter part of the year, that the problem of maintaining many of the schools on a basis of regular operation would have presented serious difficulties for the local boards had the Divisions not been organized. Undoubtedly there is a considerable number of electors who are not entirely favourable to the divisional organization, but there is very little active opposition to the continuance of the School Divisions in this territory. The tax rates have been moderate, operating periods of many schools have been lengthened, upper grade instruction has been provided where possible, locations of several schools have been changed and made more convenient, requests of local boards have been respected, and the teachers have been paid; these and other benefits of the Divisional organization have caused its favourable acceptance, while the financial limitations of these two particular Divisions are well understood by the electors."

INSPECTOR H. C. SWEET, Medicine Hat.

"One of the first things the delegates did at the 1936 meeting was to pass a resolution by 29 to 13 expressing their opposition to the new unit, and it was only after considerable persuasion that four of the five sub-divisions would nominate candidates. At the meeting held in July, 1937, while there were suggestions offered by the delegates, these were made in a spirit of helpfulness, and at no time during the two and a-half hour meeting were there any expressions which could be construed as opposition to the Division."

INSPECTOR A. R. GIBSON, Cardston.

"People in general have been apathetic to the change in administration, only trustees and secretaries-treasurers being personally affected, and therefore the source of resistance. The objections of these latter individuals are rapidly decreasing in volume, as their elector-audiences are becoming less interested in the complaints and as Divisional policies are better known and understood; districts whose mill rates are very low, often too low to support satisfactory educational standards, have persisted in their objections, but their audience is inclined to adopt the policy of 'wait and see.'"

INSPECTOR H. A. MACGREGOR, Foremost.

"The people in general appear to be satisfied with the new set-up. The only people from whom I have had adverse comments re the Division are a few of the former office holders under the old system. The people in the Berry Creek Division are on the whole favourable to the new organization, for they have experienced the advantages of the larger unit."

INSPECTOR J. C. JONASON, Hanna.

"Local troubles seem much less frequent and less bitter. To date none have been referred to the Divisional Board. This speaks particularly well for the Directors of each Sub-division. Because the superintendent has had less than half the territory and less than half the work, the supervision and attendance work have received more attention. The janitor work seems much better. It is approaching standardization. The salary schedule, the prompt payment of salaries, the opportunity for advancement, and the A.T.A. representation on the Divisional Board have made the staff more content."

INSPECTOR J. D. AIKENHEAD, Lac Ste. Anne.

"Co-operation with the district boards has been a problem in a few cases, and gradually opposition is wearing away. One of the items of greatest importance here is to get the case squarely before the district board, and in this particular I would urge the necessity of a good representation at the sub-divisional meetings. People complain that they are shut out purposely by the setting of the meetings in the month of December, when roads are all but impassable and when, as they put it, there can be no hope of contact with those who are managing the affairs of the Division. I have just returned from a meeting in our south-eastern sub-division, where a blizzard held us down to eight representatives whereas we required nine to do business, and we had to postpone the meeting till Saturday, Dec. 11th. Four of the eight who came in dared not attempt the trip home in the storm, and had to stay overnight in the town after coming distances of from ten to twenty-five miles. Hence, I am in a position to agree with them unless there be some reason for that date, which I am as yet unable to see."

INSPECTOR C. M. LAVERTY, Oyen.

"A major problem of the first year was the re-conditioning of buildings to make full-term operation possible for all pupils and to make school room environment more attractive. This necessitated a fairly extensive building and repair programme, for the reason that during recent years many of the small districts were unable to finance their repairs."

INSPECTOR G. L. WILSON, Peace River.

INSPECTION AND SUPERVISION

I.—Statistics

(a) The following table summarizes the gradings of teachers given by inspectors during 1937, and indicates the percentage distribution according to the five categories of the five-point grading scale which has been continued in use. The total includes 47 teachers who, for various reasons, were left ungraded at the time of the inspectors' visits.

Grading of Teacher	Numerical Distribution	Percentage Distribution	1936 Percentage
	1937	1937	
Excellent	231	5.39	5.87
Very Good	1,194	27.88	26.97
Good	2,109	49.24	49.00
Fairly Good	665	15.53	15.20
Fair	37	.86	.99
Ungraded	47	1.10	1.97
Total	4,283	100.00	100.00

(b) The following table indicates the extent to which instruction in Grades IX, X and XI has been authorized in the one-room schools of the Province for the December term. Of these grades, only IX forms a part of the Intermediate division, but the inclusion of this grade in the one-room school is subject, as is that of Grades X and XI, to permission by the local inspector.

Number of one-room schools in Alberta offering instruction in Grades IX, X and XI:

Grade IX	1,263
Grade X	324
Grade XI	89
Total	1,676

Total number of one-room schools offering instruction in Grades IX, X and XI (certain schools have more than one advanced grade) is 1,494.

II.—*Quality of the Instruction in the Elementary Grades with Special Reference to the New Elementary School Programme*

The elementary grades comprise Division I, Grades I, II and III; Division II, Grades IV, V and VI. Last year a new course of studies for the first two divisions came into effect. The inspectors have been asked to evaluate, in their reports, the character of the instruction in our schools with particular regard to the teachers' appreciation of the new objectives, and the extent to which there has been success in realizing them. Their reports give evidence of a very real improvement in the general tone of the classroom and the attitude of the pupils toward the new activities. In order to get a better understanding of this activity programme, teachers have availed themselves of summer courses and have explored other avenues with a view to equipping themselves to carry on this work more successfully.

The following brief statements attempt to summarize the finding of the inspection staff on the points which are here enumerated.

(1) *Improvement in the Qualifications of Teachers.*

From a third to a half or more of the teachers have taken special Enterprise courses. The enterprise technique requires special ability, resourcefulness, initiative and scholarship on the part of the teacher; hence recent graduates of our Normal Schools and teachers who have attended Summer School have, on the whole, a distinct advantage over others who have not had this special training. Teachers are taking the enterprise method seriously; in one large Division, 73 out of 76 teachers took special courses in 1936 or 1937. Many who have devoted their time latterly to the high school options will now take the opportunity of exploring the enterprise technique, but it will be some years yet before all teachers in the Province will have had special training for the activity programme.

(2) *Extent to which "Enterprise Procedure" has been Adopted.*

About 85% of the teachers use the enterprise procedure in some form. The method is utilized this year to a greater extent in the teaching of social studies than in any other subject. The vital question concerning the relative importance of subject matter versus activity does not seem to have been definitely settled in the minds of many teachers who attended Summer School sessions. The best opinion in Europe and the United States leans to the view that subject matter is still the vital basis, while the activity is a most desirable method. Teachers are gradually learning what they may expect of their pupils, and pupils are taking more and more responsibility. During the ensuing years, as pupils accustomed to the newer methods move along through the grades, the enterprise procedure will tend to become standardized and progressively more effective.

(3) *Extent to which the Purpose of Enterprise has been Frustrated.*

Some teachers have a tendency to use enterprise material that has been organized by some other person. Some of the reasons for a half-hearted attempt to adopt the method are the lack of suitable reference books and helps; the difficulty of group endeavour in schools of small enrolment with, in some cases, one pupil in a grade or even one pupil in a division. Prepared helps in enterprise work have proved an obstacle to efficiency, originality and teacher progress. These so-called aids may serve to provide the teachers with suggestions, but when the plans given in the manuals are slavishly followed, the very spirit of enterprise work is lost and pupil activity is seriously impaired.

(4) *Extent to which the New Programme has Developed Proper Habits, Attitudes and Ideals.*

Paragraphs in the elementary school programme give suggestions for habit training in primary grades. Teachers who follow these suggestions are more purposeful, and are achieving improved results. Where the enterprise procedure is properly organized the pupil attitude and interest in the fields of geography, history, science and health have noticeably improved. Vitalized treatments of subject matter are becoming more common and have unquestionably increased the pupils' interest in school affairs. Pupils are today undoubtedly more self-reliant, have greater capacity to organize facts, and are much more responsive and observant than of recent years.

(5) *The Reaction of Parents Generally.*

Some parents are still unable to understand how a child can learn anything while merely playing. The cure for this quite understandable reaction is to invite these parents to the school to witness the culmination and learn about the various outcomes. Many parents, while they are delighted with the pupil interest aroused by the enterprise, do not realize that this is only one of quite a number of things accomplished by the activity technique. In general, the parents are favourably disposed to the new method. Pupils bring home materials, they discuss their problems and appeal for information and assistance, and in this way home and school are brought closer together. Teachers have been alert in utilizing the culmination of the enterprise as a medium of acquainting parents and school officials with the character and efficiency of the new procedure.

(6) *The Degree to which the Enterprise Method should be Extended.*

Through experimentation and the use of reference materials the enterprise method has penetrated even as far as the Intermediate School in such subjects as General Science, Social Studies and Health. Properly directed, it could occupy as much as 80% of the work of Division II in all subjects except the skill subjects. The complete and formal Enterprise, however, seems scarcely necessary to motivate the work on the Intermediate School level. Reference and research reading, the making of simple illustrations, charts and models can be accomplished quite effectively through various projects and at the same time permit of a greater range of endeavour with more diversification and more consideration for the needs of the individual pupil than would be possible under the formal enterprise as carried on in Division II.

(7) *Provision by School Boards of Materials and Equipment.*

Almost without exception, school boards have tried to co-operate in providing equipment and reference books. Where funds are low it has been left to the teacher to find the ways and means of providing supplies. There is an increasing willingness on the part of school boards to supply schools with sand-tables, work-tables, and reading-tables. Lists of materials recommended in the Department Bulletin are closely followed; some schools have the complete list. The response to the demand for reference books has been excellent, but during the last two years the need for larger outlays or references for Intermediate Schools has forced boards to allocate their funds in a more or less equitable manner, with the result that elementary grades have suffered some curtailment. It is safe to predict that the next few years will see substantial accessions to reference shelves.

(8) *Instruction in the New Course by Subjects.*

(a) **READING AND LITERATURE.**—Results in reading are improving, particularly in Grades III, IV, V and VI, and there is evidence of more appreciation. The suggestions in the new readers regarding silent reading objectives have proved helpful. Younger teachers still find it difficult to teach reading in Grade I.

Reading receives less teaching time than formerly. Less time is now devoted to Literature in Grade IV, V and VI and more time to oral and silent reading.

(b) **LANGUAGE** (including Writing and Spelling).—The Activity programme has made a noticeable improvement in oral and written language work. Manuscript writing in Grades I and II is good, and the new spelling course is an improvement over the old one. While language has improved, however, the old carelessness in writing and spelling persists in the upper grades. Many pupils who write and spell well in special books provided for the purpose, are careless and inaccurate in their casual day-to-day work.

(c) **NUMBER WORK**.—Teachers have found difficulty in adjusting themselves to the new courses, especially in the first and second years, where a development of number concept and an understanding of number language are the chief aims. Some progress has been made the past year in realizing the aims of number work in Division I.

(d) **SOCIAL STUDIES**.—This subject offers to the average teacher more difficulty than any other single subject on the programme. It offers more of a challenge than did the old formal history and geography. Teachers who are still basing the organization of the day's programme on "subjects" find the correlation suggested under Social Studies attractive, but only the minority have succeeded, so far, in rightly and adequately appreciating the scheme outlined in the course for maintaining a virtual correlation of those studies having a socio-economic significance. It will take time for teachers to free themselves from the traditional, logical forms of organization of the subject matter of history, geography, hygiene and kindred studies.

(e) **ELEMENTARY SCIENCE**.—Teachers have not, in large numbers, realized the value of experimentation and first-hand observation in science. Textbook instruction is still all too prevalent.

(f) **HEALTH AND PHYSICAL EDUCATION**.—Most teachers have a "health inspection" period in the morning and many supervise the preparations for lunch. More practical instruction is now given in Health Education, but the importance of Physical Education in the daily programme is still insufficiently realized.

(g) **ART AND MUSIC**.—Art often degenerates into mere seat work or busy work. Teachers are improving their qualifications for teaching this subject, and better results should follow in course of time. Music receives but casual attention all too often, and many teachers are quite incapable of giving any type of instruction in Music. The spread of the Musical Festival tends to invigorate the teaching; and more theory is taught than ever before.

III.—*Quality of Instruction in the Intermediate Grades with Special Reference to the New Courses in Grades VII and VIII*

The following observations have been made by inspectors on the points bearing on the new Intermediate School course as here enumerated. It is noteworthy that the new course has not changed the personnel of the highest rated teachers; the best teachers under the old course are still the best teachers under the new, proving that personality, initiative, and the ability to humanize and motivate the instruction will always be the essential qualities of the best teachers.

(1) *General Comparison Between the New and Old Programmes in Respect of Extent and Difficulty.*

Generally the teachers consider the new course more extensive. This is especially true of those who are attempting to cover the subjects fully. Once the teachers and the pupils are adapted to the new methods, the new course should

prove the easier. At the present time when few, if any, references and supplementary books are provided, great difficulty is found in covering the required assignments. The use of three periods for Library or Remedial English gives an opportunity for individual attention to pupils. With this supplement to the five periods for English, there is sufficient time for the course which has previously been allotted far more time. This cutting of the time devoted to English, as well as that for other subjects, seems to be fully justified, as it allows pupils to take the exploratory optional courses.

(2) *The Benefit of Greater Integration in the Present Courses of the Intermediate Grades.*

Without doubt allowing two grades or three grades to work together to so great a degree is a decided advantage. More of the teacher's time is now available for actual teaching. It encourages group discussions, reports, open forum work and experimentation. A superior quality of activity results from the greater integration.

(3) *Is the time allotment proving satisfactory?*

Very few teachers have complained about the time allotment, and the courses are being covered at a satisfactory rate. There is some tendency to give undue attention to Grade IX, since pupils in this grade are faced with an examination in June. In ungraded schools the intermediate division can, under the new programme, be stimulated to personal effort through wisely chosen assignments, with the teaching giving more time to supervision and remedial guidance at the point of difficulty or error.

(4) *The Extent to which the Teachers are now Qualified to Offer Instruction in the Optional Subjects of the Intermediate Grades.*

The majority of teachers have taken special courses during the past two years, and are qualified to give instruction in one or more of the options. By the end of another year it is probable that very few will be unable to present evidence of special training.

(5) *The Extent to which Inspectors are Authorizing the Optional Subjects in Grades VII and VIII.*

During the fall term either by personal visits to the schools or through the convention, the teaching load was subjected to scrutiny, and some teachers were advised not to teach the optional subjects in a heavy or crowded school or in cases where the teacher had no qualifications. As 1937 was a transitional year of adjustment to the new course for Grades VII and VIII, inspectors felt that the teacher's first duty was to give undivided attention to the proper interpretation and tuition of the compulsory subjects. "Farm and Home Accounting" and "Dramatics" are the preferred courses in the ungraded schools.

(6) *What Provision is being made by School Boards for Science and Library Equipment for (a) General Science, (b) Social Studies?*

A few of the most highly recommended reference books in Social Studies, Science and Health are to be found in the majority of rural schools, in part supplied by the board and in part by the teachers. Little science equipment is found in most schools, and accordingly the results obtained in General Science have been rather unsatisfactory. In the majority of graded schools a minimum set of equipment has been provided.

(7) *An Estimate of the Type of Instruction and the Results Secured in Grades VII and VIII in—*

(a) ENGLISH.—Methods in Literature are superior to those obtaining under the old course. The time allotment and knowledge of the desired objectives

prevent too intensive a treatment; hence literary appreciation is gaining ground. Supplementary reading has improved oral and written language. Many teachers are still stressing formal rather than functional grammar. Too much attention is paid to analysis and parsing and too little to correct expression.

(b) **SOCIAL STUDIES.**—Many teachers still have the fact-teaching complex, and fail to foster proper pupil attitudes and ideals, with subordination of historical and geographical facts. In the main, however, good progress can be reported in this subject, and some of the completed enterprises are particularly commendable. While illustrated note-books are most popular and quite valuable, inspectors encourage, when practicable, the making of things as an integral part of the course, and some of the hand work produced is of decidedly high quality.

(c) **HEALTH AND PHYSICAL EDUCATION.**—Teachers have some difficulty in dissociating themselves from the technical terms of the old course in Physiology. Too many teachers stress a few salient facts on teeth, breathing, and the upper parts of the alimentary tract, while at the same time school toilets remain unsatisfactory and the ventilation and humidification of the school are ignored. Folk dancing, action songs, correct posture should receive more emphasis in Physical Training, rather than military rigidity and precision.

(d) **MATHEMATICS.**—The new courses in mathematics have provided new interest and increased effectiveness. There is, however, too much tendency to have pupils work ahead with exercises without a preliminary discussion of the principles involved. The result is that pupils acquire some mechanical skill but do not understand fully the underlying principles. Many of the exercises could more profitably be done mentally and orally.

(e) **GENERAL SCIENCE.**—On the whole, the course in general science is not being presented objectively nor experimentally. Many of the teachers show a tendency to confine their efforts to a presentation of the topics found in the textbook.

(f) **MUSIC AND ART.**—Where qualified musicians are employed superior results are achieved. More progress has been made in this subject of late, largely owing to the influence of the Musical Festival. The development in self-expression and appreciation is satisfactory, where competent instructors are in charge, and one has only to observe the happy faces of the children to realize the tremendous influence this subject has in the conditioning of attitudes. Rhythm bands are in evidence in many schools, and the children take great delight in this very useful training.

The course in Art is broadened on account of its application in other subjects, and particularly in Social Studies. It will be given better interpretation when only offered once in two years.

In rural schools generally, accomplishment in Music and Art is far from satisfactory. The fault is not with the pupils, nor is it altogether in the circumstances of the case, but mainly with the teacher, and indirectly, therefore, with our institutions for teacher-training. For too many years, cultural studies, Music and Art in particular, were not pursued with the earnestness and sincerity that are essential if their vitality is to be maintained and inherent values derived from them. Under the new programme along-delayed change for the better is provided for, and indications point in the direction of more creditable progress along these lines.

(g) **THE OPTIONAL SUBJECTS.**—At the present time, and probably for some years to come, the term "optional subjects" in Intermediate Schools, in rural communities at least, is a misnomer; circumstances do not, as a rule, permit of

choice. Very generally Dramatics, Farm and Home Accounting, and occasionally Typing have been chosen to correspond with the popular choices in Grade IX. Where Dramatics it attempted the seniors are entrusted with the leadership, the preparation and setting of the play. Little time is available in rural schools, so that unless the groups are sufficiently interested to carry on by themselves, often outside of regular class hours, accomplishment is meagre. Notwithstanding the limitations of the exploratory courses, an interest is often awakened that will continue to grow and stimulate endeavour long after the student has left school.

(8) *How Successfully do the following function: (a) The Supervised Study Period, (b) Library or Remedial English?*

The supervised study period in many schools has developed into a review period, or a period for checking exercises. Teachers who have had little experience have been unable or disinclined to organize it to the best advantage. In all rural schools there are, of necessity, many study periods, but few are in any real sense supervised. The letter, if not the spirit, of the requirement is amply respected in all schools.

The library or remedial English period is meeting a real need and gives the pupils the leadership required to develop proper reading habits. Many teachers have organized oral composition classes for the period. Opinion is unanimous that the period is well used and a valuable aid to progress in teaching English. Library facilities are, as a rule, meagre, but the teachers are trying to train pupils in using the libraries, such as they are, to better purpose. In some inspectorates teachers have been urged to give special emphasis to the cultivation of correct habits in silent reading. In many cases pupils take regular tests and score their rate and comprehension graphically for reference purpose. Teachers should have available a supply of simple tests with norms so that comparisons can be made from time to time. Those in the course of studies are proving useful in the elementary grades, but more are needed for advanced pupils.

(9) *Grade IX with Special Reference to the Effectiveness of the Examination.*

All inspectors pay tribute to the diagnostic type of examination inaugurated last June. The examinations, they feel, served to classify pupils, with a high degree of reliability, as to ability and attainment. The instruction in Grade IX has improved as a direct result of the new type of examination. Teachers have a clearer conception of the aims and objectives of the course. The provision of reference books has become more widespread and comprehensive; the work now being accomplished is more definite in aim and more orderly in direction.

D.—THE NEW GRADE X COURSE

Teachers and pupils react favourably to the new courses. The lack of teaching time in one-room schools makes it necessary to introduce compulsory "options". Some concern has been expressed in regard to the extent of material to be covered in Social Studies. The new texts in Algebra and Chemistry are proving popular, but the subject matter is considered to be quite extensive for a one-year course. No serious criticism has developed with regard to the new courses or the texts with the exception of the course in Health, which is considered too meagre for the Grade X level. An enlargement of this particular course should be undertaken and one or two specially serviceable books suggested, rather than a long list of possible references.

The division of Grade IX graduates into categories A, B, C, D has given teachers needed support in limiting the study load of the weaker pupils and directing their activities into the proper channels. The one-room school finds difficulty in providing suitable courses for the C pupils, and in many cases this group has been compelled to repeat the Grade IX course. One striking feature of

the introduction of the categories is that pupils in Grade IX now set their own limitations for Grade X, thus relieving the teacher of much unpleasantness and friction. Fewer students than usual are looking forward to the Normal and Matriculation courses, and the General Course is coming into its own.

E.—SCHOOL FAIRS, FALL CONVENTIONS, TEACHERS' INSTITUTES, MUSICAL FESTIVALS, SPORTS DAYS

I.—Statistical

The following table shows the number of School Fairs, Musical Festivals, Sports Days, Teachers' Conventions and Institutes reported by the inspectors throughout the Province. The figures do not include the returns for Edmonton and Calgary.

Schools Fairs	86
Musical Festivals	30
Teachers' Conventions	21
Teachers' Institutes	20
Sports Days	44

II.—General

The number of School Fairs held during 1937 shows an increase of three over the number held in 1936. The excessive drouth which covered a large area of the Province made relatively superior exhibits in garden and farm products an impossibility.

The School Fair continues to be an important event in the locality in which it is held. It furnishes an opportunity for the parents, pupils and teachers to meet with the representatives of the Department of Agriculture and the Inspector of Schools for the purpose of renewing acquaintances and comparing the work of the various schools in a friendly way. Interest is aroused in the care of stock and the good and bad points of the particular animal exhibited; this may have a very definite effect on the pupil's later career as a farmer. The School Fair helps to establish standards of work for pupil and teacher not only with regard to school studies, but also agricultural household work.

The Musical Festival continues in popularity, and is treated now more largely as the culmination of an enterprise in Music, Dramatics and Physical Education. Officials of some of the festivals do not make use of medals or trophies of any kind; undesirable types of competition have been replaced by a grading of individuals or groups, with progress rather than achievement as the main objectives. A grant to a maximum of \$50.00 for each inspectorate is made by the Department in support of Musical Festivals, and its justification is evident in the popularizing, through the festivals, of Music, Dramatics and Public Speaking in our schools.

The Teachers' Institute differs from the annual fall convention in several particulars. It is usually held for one day; it consists of small groups of teachers coming together for discussion of individual difficulties and specific problems arising from the revised course of studies; and it is held in smaller centres, easily accessible from the district school. The attendance at the institutes and conventions was unusually good this year, owing to favourable weather and attractive programmes. Keen interest and lively as well as profitable discussions are reported, with attention centred closely on the new programme of studies in Grades I to X.

The Sports Day is usually preceded, in the smaller centres, by elimination contests. Games and field sports, track events and soft-ball competitions are keenly contested. These contests not only lead to improved health and physique, but also increase the stamina, morale, sportsmanship and school spirit of the participants.

ADDITIONAL SPECIAL FEATURES, SUGGESTIONS AND RECOMMENDATIONS

In May of 1937 Mr. C. H. Robinson sent a questionnaire with regard to buildings, grounds, equipment, supplies, libraries and other features to the schools in his inspectorate. He had summarized the replies of the teachers, and has written the following description of a supposititious "average" school as it would appear from a comparison between the various types of school in that area. While conditions vary markedly in widely separated parts of the Province, Mr. Robinson's description of the "average" school is here given as being fairly representative of his part of the Province.

The Average School in the Camrose Inspectorate

From the statistics given it is possible to draw a picture of the average school in the Camrose Inspectorate.

The average school in the Camrose Inspectorate is a one-room frame building, without a basement, in a reasonably good state of repair, painted white, standing in a two-acre plot which is clear of weeds, underbrush, and rubbish. The yard is surrounded by a smooth wire fence and there is a good gate. There are a few trees, probably native, but no shrubbery. There is no flagpole.

There is a barn holding eight horses. There is no residence for the teacher, who boards with one of the neighbours for twenty dollars a month.

The toilets are outdoor. No chemical is used and no toilet paper is supplied.

There is a ball diamond, and one, but not more than two, of the following: swings, teeters, basketball ground, sand box, volley ball court.

The building was built in 1908 and has not been remodelled. There are windows on both sides of the building. No windows are screened and there are no storm windows.

There will be foot scrapers on the platform at the entry. There will be shelves for lunch pails, a washstand, a wash basin, individual towels provided by the pupils, but no mirror. The water, carried from a neighbour's well, will be contained in a water pail.

The classroom is 28'×12' with a good floor. No sweeping compound is used. Ordinary brooms are used for sweeping. The room is heated by a stove, surrounded by a metal screen. The blackboard is of Hyloplate, and is in fairly good condition. There are no book shelves along the walls, no magazine racks, and no bulletin boards. Cupboard space is limited.

The desks are single desks fastened to strips. There is a desk and chair for the teacher, but no chair for the visitor. There is a sand table or a work table. No hot lunch equipment is provided, but there is the minimum equipment for the teaching of General Science. This is kept in a locked cupboard.

The chances are even that there will be no framed pictures. There is a flag, but no waste basket, clock, telephone, or thermometer. There is a pencil sharpener and a handbell, but no fire extinguisher, no first aid equipment, no hectograph, no printing press, no lamp, no set of measures, no blackboard compasses, no blackboard set-square, no music ruler. There is a yard stick.

There is a dictionary and perhaps an encyclopedia. There will be a globe, usually old. There is no health chart, no physiology chart, no bird chart, no primary reading charts. Plasticene and scissors are provided. There are no building blocks.

There is an organ, a gramophone, or a piano.

There are maps of Alberta, Canada, the World, and North America, and two of the following: Europe, South America, Asia, British Isles, Africa, Australia.

There are 135 books in the library—27 suitable for Division I, 43 suitable for Division II, 38 suitable for Division III, and 27 unsuitable for the pupils.

There are 22 pupils distributed among eight grades, one of which may be Grade IX.

The teacher is a lady who attended some High School in the Camrose Inspectorate and went to the Camrose Normal School in the year 1932-33. She has had three years of experience, and has been in her present school not longer than two years. She has a first-class certificate, and has had either vocal or instrumental training. She has been at Summer School one session. Her salary is \$800 a year.

(a) *Special Features Deserving Mention in Connection with Educational Effort and Progress During 1937.*

General Shop and Home Economics are gradually finding their way into the smaller centres.

Night classes for non-English speaking adults have been organized in some areas.

One local executive of the Alberta Teachers' Association has purchased a motion picture machine, and another has a machine making the rounds of the schools.

It is too early to evaluate the work of the Youth Training Movement inaugurated in the fall of 1937, but it is already making its influence felt.

Teachers have formed study groups in some areas, and report substantial social and cultural values.

In the Lethbridge School Division, five high school centres have been established for rural students at Nobleford, Picture Butte, Wallace, Turin and White. Sixty-five high school students have taken advantage of the transportation facilities provided by the Divisional Board. Intermediate Schools are contemplated in this Division for the congested one-teacher areas.

In the St. Paul Inspectorate a teachers' professional library was instituted in the fall of 1935 and has functioned acceptably.

(b) *Suggestions and Recommendations.*

The following recommendations appear in inspectors' reports for the year 1937. I append them without comment.

I.—School Organization and Curriculum.

"I would recommend that the Department Library Branch prepare, or have prepared, a good assortment of pictures, suitable to meet the needs of Enterprise work, Social Studies, etc. This would supply a real need in rural schools. If possible, the Science course in Grades VII, VIII and IX should be placed on a two-year cycle basis, so that greater correlation of the work may be possible in intermediate grade work in rural schools. There is some danger that the Grade IX course will intrude too much on the work of the Public School, and correlations wherever possible should be made in intermediate grade work. It would be of help if the Department would prohibit Grade X work in rural schools, or allow very rare exceptions. The socialized recitation should be stressed to a greater extent, and this phase of the work could profitably receive more attention in the Normal Schools. There is need for clarification of the work in Social Studies in Grades I-VI. Some teachers teach this separately, along with Science. I believe that in an enterprise that is worth the name, that all subjects should be correlated and taught in a 'horizontal' manner, rather than in a 'vertical' way."

INSPECTOR X. P. CRISPO, Olds.

"I would recommend that some regulations of the type recently suggested by the Department be adopted covering the number of subjects and units which may be authorized for Grade X in the various types of schools, and that such regulations become effective in September, 1938. Such regulations are essentially required if we are to adopt a practice of teacher promotion only in the work of this grade. Such regulations should be applicable to two-roomed schools as well as the one-roomed school.

The authorization of new texts should be proceeded with as rapidly as possible in Arithmetic for the Elementary School, Language for the Intermediate School and Health for Grade X.

In the interests of keeping a closer check upon delinquents in regard to attendance, monthly reports by teachers to the Attendance Branch would be more effective than the present bi-monthly reports.

The publication and general distribution among electors of information relative to the progress and educational benefits accruing from the establishment of the larger unit in those areas where such have been in operation heretofore, would be welcomed and effective in gaining support for the unit in those areas not already organized."

INSPECTOR L. GOOD, Wainwright.

II.—Financial.

"I wish to recommend that all rural schools be paid about \$10.00 of the fall Government Grant in library books; that newly-organized school districts on the outskirts of settlement be given additional financial assistance for the first two years of operation; that special grants to assist with the construction of new schools be raised from \$150.00 to \$200.00, because of the rise in the cost of building materials."

INSPECTOR J. L. GIBAULT, St. Paul.

"The very difficult question of taxation seems to need adjustment in the matter of serious collection agencies, and again in a lighter tax on real estate. It seems to the writer that a greater support will finally have to come from either the Provincial or the Federal Government. His prejudices would lead him to believe the Federal Government might increase the income tax to meet higher expenditure on Education."

INSPECTOR J. D. AIKENHEAD, Lac Ste. Anne.

"I wish to recommend that, at the time opportune for tax payments the staff of tax collectors in the Local Improvement Districts be increased, and a more aggressive policy of tax collection be effected; that to successfully finance schools, if a tax upon lands is to continue as a basis, the sooner there is a Province-wide tax the better; that as land tax is proving less stable as a basis upon which to raise finances for educational purposes, a portion of luxury tax, amusement tax, liquor tax or income tax be definitely ear-marked for education."

INSPECTOR R. J. SCOTT, West Edmonton.

REPORT OF ATTENDANCE BRANCH

(D. C. McEACHERN, *Chief Attendance Officer*)

ATTENDANCE

During the year 1937 the Attendance Branch of the Department dealt with the enforcement of the School Attendance Act and the operation of schools throughout the Province.

The number of preliminary letters sent to parents during the year was 136, and the following table indicates the results of these preliminary letters:

Returned	98
Not returned	16
Sick	2
Removed	6
Over age	1
No road	2
Poverty	1
Weather	1
Outstanding	9

The number of "Warning Notices" issued during the year was 1,650, and the following table indicates the results of these "Warning Notices":

Returned	1,299
Not returned	148
Sick	40
Removed	39
Over age	7
No road	3
Poverty	8
Weather	2
Distance	1
School closed	4
Grade X not taught	1
Expelled	1
Exempted (S.S. 2 of 6)	3
Non-resident pupils	1
Outstanding	93

There were 83 cases referred to school inspectors for investigation and prosecution. The following table indicates the findings of the inspectors:

Convicted and fined or suspended sentence	6
Cases dismissed	1
Cases withdrawn	1
No action:	
Returned	11
Sickness	2
Removed	3
Over age	2
Poverty	4
Work	2
Further attention	2
Outstanding	49

In the city and town schools the School Attendance Act was enforced by local attendance officers. The reports received from these officials indicate that during the year there were 112 "Warning Notices" issued by the attendance officers, resulting in fourteen prosecutions and one convictions. The total number of work certificates granted in towns and cities during the year is shown by the reports to have been 245.

The average monthly percentage of attendance for the year ended June 30th, 1937, was 88.21. The average monthly percentage of attendance in town schools during the year for the months of actual operation was 90.61, and in the preceding year was 90.77. Returns from town, village and rural schools show that of the pupils enrolled, 64.91 attended more than 160 days. For the previous year the correspondence percentage was 59.23.

The number of pupils enrolled in all grades during the year ended June 30th, 1937, was 167,950, while for the preceding year it was 167,193, an increase of 757. In 1936 the percentages of enrolment are shown to have been 82.46 in the elementary grades and 17.54 in the secondary grades; while for 1937 the percentage of enrolment in the elementary grades is given as 82.14 and in the secondary grades at 17.86.

OPERATION

In practically all school districts having children of school age and school buildings to accommodate them, provision was made for the education of such children either by operation of a school in the district or under joint agreement providing for their education in one or more adjoining districts. Agreements for joint operation were made and approved to provide for the education of the children of 89 school districts throughout the year. In the case of 13 districts the arrangement made had not received approval at the end of the year.

In 15 general school districts there were no children to be provided for and no liabilities to be met; consequently these districts have been, during the year, under the Educational Tax Act, the lands being liable for taxation to assist in general education throughout the Province, while in the case of one district under The Educational Tax Act having children of school age, arrangements were made for the education of these children in neighbouring schools. In 22 school districts there were no children of school age to be provided for, but because of liabilities these districts have not been placed under The Educational Tax Act. Fourteen of the above-mentioned school districts were included in school divisions. No school districts were disorganized during the year 1937, while in the case of 12 school districts we received no information regarding operation of a school. The above figures account for school districts which were organized before January 1, 1937.

Fifty-six new school districts were organized during the year, 17 of which operated schools before the end of the year, and three of which operated under Section 131 of The School Act. In the case of 36 school districts, no information regarding operation had been received up to the end of 1937.

The following table will indicate comparison between conditions during the year ended June 30, 1936, and that which ended June 30, 1937. It reveals the fact that the average monthly percentage of attendance shows an increase of 1.06% from the preceding year, the average monthly percentage of attendance being 88.21. The percentage of schools which operated more than 160 days shows an increase of 5.75% from that of 1936, the percentage being 98.9. Out of a total of 3,542 schools which operated during the year, 3,503 operated more than 160 days.

	1936	1937
Total enrolment of pupils	167,193	167,950
Number of school districts operating	3,492	3,542
Number of rooms operating	5,873	5,935
Average monthly percentage of attendance	87.15	88.21
Percentage of total enrolment in High School Grades	17.54	17.86
Percentage of schools in operation which operated more than 160 days	93.15	98.90

REPORT OF THE SCHOOL-BOOK BRANCH

(W. H. NOBLE, *Manager*)

The revision of curricula, which has been in progress during the past three years, has resulted in a great increase in the business of this Branch. The courses for elementary grades were completed nearly two years ago, but full effect of this was not felt until during the year just closed. While little change has taken place in the texts authorized, the supplementary lists and suggested reference lists for teachers have been greatly extended. School boards have been urged to provide this supplementary material, and have responded generously.

It is in the Intermediate School, however, that most significant changes have taken place. The revised course for Grade IX is now in its second year, while the new outlines in Grades VII and VIII have been in use since September of the year just closed. The new courses in Literature and Mathematics running through the entire Intermediate School have proved very popular. In the case of the former, the books are so graded as to admit of their use in combinations of any two or even all three grades in rural schools. By means of these combinations of classes the time of the teacher is conserved and better work done. The most popular subjects amongst the options in the intermediate schools were Junior Business, Dramatics and Oral French. The authorized texts in these subjects were all available when needed, and an unexpectedly large demand fully met. Similarly, in the Social Studies a new textbook has been used for the first time and it has proved very popular. As might be expected, the introduction of new texts, as well as revised lists of supplementary material, always results, during the first two or three years, in a greatly increased volume of business.

The financial year of this Branch corresponds with the fiscal year of the Province, which means that sales at the unusually large Summer School and sales of Grade X books newly authorized last midsummer are not reflected in the statistics given below. The total sales for the year ended March 31, 1937, amounted to \$186,408.12, which represents an increase of \$58,034.28 over the year immediately preceding, and the greatest volume of sales in any one year since the business was organized. Not only did ordinary sales to retailers show a marked increase, but the mail order department showed a corresponding increase. It has been the ambition of this Branch during its entire lifetime to have books, both those authorized for students' use and those suggested for teachers or for ordinary school reference, available for shipment on a moment's notice. This service has been well maintained until the fall of 1937, when the introduction of from three to half-a-dozen choices made it practically impossible to anticipate at the outset which titles would be in demand. Where bad guesses were made,

publishers' shortages resulted in still further delay. Ordering for next year can be done more intelligently in the light of this year's experience, and as a consequence no such delays are likely to occur next fall.

Canadian books to the number of 275,894 were purchased at a cost of \$112,216.42. Purchases of books published outside Canada have steadily decreased. The entire cost of authorized texts of American origin amounted to less than twenty-five hundred dollars. The following table gives a comparative statement of the distribution as between grades:

ELEMENTARY SCHOOL					
Grade	Volumes	Retail Value	Grade	Volumes	Retail Value
I	17,912	\$ 5,540.45	IV	15,250	\$ 4,609.40
II	5,754	1,819.20	V	12,737	5,439.75
III	7,952	2,893.90	VI	12,460	10,281.40
INTERMEDIATE SCHOOL					
VII	29,203	\$18,568.35	IX	39,358	\$27,483.65
VIII	28,890	16,173.65			
HIGH SCHOOL					
X	22,586	\$14,659.45	XII	13,125	\$11,979.20
XI	16,584	11,096.40			
COMMERCIAL SCHOOLS					
8,630 Volumes			Retail Value	\$ 7,667.45	
DICTIONARIES, ENGLISH, FRENCH AND GERMAN ASSORTED					
4,351 Volumes			Retail Value	\$ 2,237.85	
TEACHERS' HANDBOOKS ON VARIOUS AUTHORIZED TEXTS					
5,175 Volumes			Retail Value	\$ 4,810.10	

In the foregoing there has been outlined the business of the Branch as it relates to textbooks, but there is a further very considerable business done in books of reference for teachers and books for school libraries. During the year a very complete illustrated catalogue was produced and a copy forwarded to the secretary of every school district in the Province. The catalogue listed every title suggested throughout the entire curriculum. The sale of special books contained in this catalogue to the numerous teachers and students amounted to not less than fifty thousand dollars.

The policy of this Branch includes the sale of books direct to School Boards on the same terms as to the local merchant, providing the Boards are willing to pass the saving thus brought about along to the student. Roughly, 700 school boards have taken advantage of this provision.

This Branch is entirely self-supporting, meeting all charges of operation, such as salaries of staff, rent, insurance, interest charges payable to the Provincial Government on capital invested, and sundry expenses. It is the policy of the Government that the school-book business shall not be a revenue producing agency. It is, therefore, the endeavour of the management that profits and overhead shall just balance. As a consequence no effort is made to turn over a surplus, though in practice a few hundreds of dollars are added to general revenue each year.

REPORT OF SCHOOL BUILDINGS BRANCH

(H. KINGHAM, *Building Inspector*)

School building work done during the year 1937 shows an increase in value of \$30,071.82 over that done during the year 1936.

Approved building projects, including new buildings, repairs, and renewals, additions, barns, residences, etc., during the year 1937 were as follows:

STANDARD DEPARTMENTAL PLANS

	Quantity	Cost
Erected by voluntary effort, with in most cases a special grant of \$150.00:		
Log plans	30	
Frame plans	4	
Special plank construction	1	
Erected by voluntary effort with partial capital expenditure:		
Log plans	2	\$ 670.00
Frame plans	6	4,905.81
Residences, barns, etc.	6	2,359.57
Erected by regular contract:		
One-room schools:		
S.N. 1—Full basement, stucco, L.C.F. design	1	1,369.60
S.E. 3—Non-basement, low cost frame design	2	2,375.25
S.N. 1—Non-basement, low cost frame design	3	3,291.00
S.W. 5—Non-basement, low cost frame design	1	1,008.50
B.E. 6—Full basement, stucco	1	2,825.00
C.S. 18—Non-basement, siding	1	1,828.00
C.N. 22—Full basement, stucco	1	3,130.00
Two-room schools:		
E.S. 26—Full basement, stone construction	1	7,710.83
Barns and outbuildings	2	640.00
Teacherages	3	1,501.13

SPECIAL DEPARTMENTAL PLANS

Erected by regular contract:		
One-room schools:		
Full basement, frame	1	2,672.00
Non-basement, frame annex	1	747.74
One-room additions, frame	3	4,282.90
Two-room additions, frame	1	4,815.75
Other additions, frame	4	1,754.35
Repairs, renovations	1	118.00
Residences, barns, etc.	1	311.25
Erected under special arrangements approved by Department:		
Four-room addition, part basement	1	5,342.54
Re-building school, part basement	1	2,678.61
Two-room, full basement, stucco	1	10,242.43
One-room additions	3	1,995.44
Basement and heating	2	3,443.23

PLANS PREPARED OUTSIDE DEPARTMENT

	Quantity	Cost
One-room, non-basement, frame	1	\$ 721.00
One-room, full basement, stucco	2	6,657.79
One-room, full basement, frame	1	2,250.00
One-room, non-basement, stucco	1	2,024.00
One-room, non-basement, frame	1	675.00
One-room addition, frame	3	5,838.61
Two-room addition, frame	1	4,475.00
Re-building school, three additional classrooms	1	30,217.15
Four-room addition (boiler room, etc.)	1	9,109.85
Remodelling school	1	1,635.00
Repairs, renovations, small additions	9	2,580.58
Residences	2	1,752.09
Remodelling building purchased for school	1	1,200.00
Basement and heating	1	300.00

SUMMARY

School buildings destroyed by fire	8	
Buildings erected by voluntary effort	35	
	Quantity	Cost
Schools erected partly by voluntary effort	8	\$ 5,575.81
One-room schools built by regular contract	18	31,575.28
Two-room schools built by regular contract	1	7,710.83
Large schools built by regular contract	1	30,217.15
Large additions built by regular contract	1	9,109.85
Other additions, repairs, etc.	24	26,700.19
Residences, barns, etc.	16	6,864.04
Two-room school erected under special scheme	1	10,242.43
Four-room addition erected under special scheme	1	5,342.54
One-room addition erected under special scheme	3	1,995.44
Re-building school	1	2,678.61
Basement and heating	2	3,443.23
Totals	77	\$141,455.40

REPORT OF DIRECTOR OF TECHNICAL EDUCATION

(W. G. CARPENTER)

The year 1936-37 has been a very busy one for the Director of Technical Education. The changes in the curriculum in the Public School system of the Province, stressing the expressive subjects, has meant a responsibility upon him which has been heavy and exacting. It has necessitated a broad survey of programmes in other places; the evaluating of these activities in terms of an adequate philosophy of education for Alberta and the selecting and devising those that are applicable under Alberta conditions. Four courses were written for each of the departments of General Shop and Home Economics. The Commercial course has been completely revised and rewritten for Grade X as it fitted into a plan for the whole High School. Courses in Mechanical Drawing, Needlework, Typewriting and Junior Business were detailed and issued. This would have been an impossible task with other duties but for the splendid co-operation of every person from whom assistance was sought, particularly from those teachers in committees who gave of their time and talent and out of the richness of their experiences.

These programmes were completed to include Grade X, and were put into operation with gratifying results. Thirty new centres are providing shop facilities in offering General Shop. About sixty centres have offered Home Economics services to their students. All the larger centres in Alberta are well equipped to offer these options.

A summer course was provided to train teachers to assume responsibility for these subjects. There were about 125 teachers in attendance in shop courses during the summer of 1937. Courses were provided in Wood Shop, Motor Shop, Electricity, Machine Shop and Metals, Art Metal and Sheet Metal, Drafting, Arts and Crafts, including clay work, weaving, carving, batik, papier mâché.

For the Home Economics groups programmes were offered in Dress and Fabrics and in Foods and Nutrition. One summer session of five weeks gives the teacher authority to start in practical subjects in a school. Two summer courses gives permanent authority for continuing the instruction. For those who plan upon teaching the subject of General Shop as a special subject, a year's attendance in a special shop course is required. Normal training is a requisite for those who take the year's course. There are fourteen teachers following such a programme in the Technical Institute at the present time. These teachers are receiving training in woodwork, metal work, electricity, art and design and drafting, with class discussions on methodology and the underlying philosophy of the subjects. It has not been necessary to put on similar courses for the girls' work. The institutions offering Home Economics courses have been able to supply the demand for trained teachers in these subjects. These teachers qualified in Alberta have been thoroughly well prepared in foods and dietetics, but the training in textiles and clothing needs to be strengthened.

In the Commercial department of the system there has been little change excepting in the new programme for Grade X. There has been a great public interest in the Typewriting and Junior Business options. Hundreds of schools are offering instruction in these subjects, over a hundred schools introducing typewriters as part of their equipment. On the whole, very gratifying results have been achieved. This is quite surprising in the light of the meagre training on the part of some of the instructors handling this subject. Banff installed a new Commercial department in September.

The general supervision of these expanding services has drawn upon the time and energy of the Director, who supervises the payment of grants for all the installations entitled to aid. Blueprints and suggested lists of tools and

equipment have been sent out to about thirty centres. In addition, many centres have been visited at the invitation of school boards and scores of public meetings addressed. There has been a remarkable interest in these new subjects, and in the main there has been general satisfaction on the part of those communities where these services have been instituted.

Special care is being taken to have these shop courses integrated with the regular school programmes. This has been a weakness of Manual Training and Household Science as it has been taught. These departments have not been made a vital part of the general school programme. They have been isolated, and in many cases the special teachers in these subjects have not felt themselves to be a part of the school. In many cases they have not been called into teacher's meetings; they have been more subject to a supervisor of their special programmes than to the principal of the school, and have themselves stood off from the general activities of the school. This should be corrected. Special stress is being given to the development of habits of neatness, cleanliness and orderliness in shopwork. The programme allows the greatest freedom to the instructor, but he is required to keep the pupils constructively busy and growing in power. It is hoped that the whole school, particularly the smaller schools, may become more conscious of their responsibility as leaders in standards of living instead of followers as a reflex of the community. The school should uplift the community instead of reflect it. The school building and equipment should be a model to follow. There are great things that the shop teachers can do in this respect, and pupils are capable of many things which may surprise parents or school boards.

A great forward step has been taken during the year towards the amalgamation of the technical, commercial and the academic High Schools into a unity. Calgary has accomplished much in this respect in the Western Canada High School. The cities of Medicine Hat and Lethbridge have their programmes, enriched with commercial and shop subjects, well unified. Edmonton is giving consideration to a similar unification, with the Composite High School idea growing in favour.

A large Summer School was conducted during the summer of 1937 in the Institute of Technology and Art and the Calgary Normal School, under the general direction of the Director of Technical Education. Approximately 1,000 students were in attendance. An excellent spirit prevailed and constructive work was done. Miss Mary Lothrop, of Los Angeles, conducted a special course in Enterprise Education which was excellently received. Miss Anne Savage, of Montreal, was special lecturer in Art. With these exceptions, the staff was composed of Alberta teachers. Some classes were unduly heavy in enrolment. Good work can not be done in so short a period as is available in Typewriting with classes of 125 in one room, or 150 in Junior Business, or 100 in Enterprise, or 150 in Music. The size of classes should be reduced. Pre-enrolment should be more sought as an objective. A vague idea of the numbers coming in makes it difficult to get off to a good start. Where aggregate numbers enrolling warrant at least two classes in a subject, one of these classes should be set up in Calgary. I believe that the experiment with the Summer School in Calgary in 1937 warrants its continuance of a Summer School in this centre in subsequent years.

The Art School in Banff from August 2nd to August 28th was a success, with 50 enrolling. This school was conducted by Mr. H. G. Glyde, A.R.C.A., with the general supervision of Mr. A. C. Leighton. It is carried as part of the Banff School of Fine Arts organized by the Extension Department of the University of Alberta. A new building is being planned for in Banff which will improve the facilities in this centre. There are great possibilities for a service in this school to lovers of art.

Not much expansion was reported in the evening class programmes throughout the Province. The evening class programme of the Institute of Technology and Art was re-established in the fall of 1937. Because of the higher fees necessary to charge under the conditions of opening, it was difficult to make a high record of attendance during this first year. It will take time to get this school going again as it was serving when it closed five years ago for financial reasons. About 125 adults are enrolled. Classes were conducted in Cardston, Lethbridge, Shaughnessy, Magrath, Stirling, Calgary, Canmore, Turner Valley, Drumheller, Edmonton, Red Deer and Mercoal. There are real possibilities for expanding the scope of this type of service.

Home Study courses have received considerable attention from the Director during the year. A report is being prepared for the Canadian Educational Association in the fall of 1938. This phase of educational work merits more attention of departments of education, particularly because of the intensive operations of schools of doubtful reputation. The Home Study Council of America at Washington is most cordial in its co-operation. The Home Study courses issued from the Institute of Technology have been conducted without any special feature. The service has been well maintained and apparently appreciated. The co-operation of the Mines Branch and of the Steam Boilers Branch have been more cordial than ever. This is very encouraging and helpful.

Responsibility for the Departmental Examinations falls directly upon the Director and staff of the Technical Institute. This is quite a heavy task, requiring much detailed supervision. The Institute conducts departmental examinations in Calgary in June and exclusively in August.

The Institute of Technology and Art has had a good year. The attendance details are set forth in the following statistical tables. Forty-four instructors were employed during the year, several being used in short courses. Sixty-nine diplomas were issued in 1937, as follows: Aeronautics 4, Art 7, Automobile Mechanics 13, Dressmaking and Millinery 10, Industrial Electricity 27, Geology and Prospecting 3, Machine Shop 2, Architectural Drafting 1, Mechanical Drafting 1, Survey Drafting 1.

With the improvement in crop conditions, more students are coming in from rural points. The average grade standing of students attending the Institute is rising. An excellent spirit prevails, and each year seems to be characterized by less troubles with individual students and a growth in the influence of the Institute. Many more students have secured jobs than during the past eight years. Employers requiring help in services prepared for at the Institute are more and more making calls for recommendations. Extra-curricular activities are encouraged with splendid results. Special attention is given to the development of desirable personal qualifications. In fact, I believe that the contribution of the Institute in this respect is one of its outstanding services.

It has been encouraging to have received in 1937-38 a vote for capital expenditures. This should be continued for a period, because many of the machines and tools are badly in need of replacement. It is sincerely hoped that the Treasury Department does not unduly stint the Institute, which is being called the University of the common man.

ENROLMENT, 1936-37

	Day.	Evening.	Correspondence.	Total.
Aeronautics	54			54
Art	43	36	4	83
Auto Mechanics	89			89
Automotive Electricity	13			13
Building Construction	7			7
Diesel Engines	29			29
Drafting, Mechanical	1			1
Drafting, Survey	6			6
Dressmaking and Millinery	61			61
Electricity	101			101
Farm Construction	35			35
Machine Shop	15			15
Manual Training	7			7
Mining	6		70	76
Steam Engineering			102	102
Mechanical Drawing			4	4
Summer School (Calgary)	80			80
Summer School (Banff)	50			50
Welding, Electric	4			4
Welding, Acetylene	98			98
	<u>699</u>	<u>36</u>	<u>180</u>	<u>915</u>

GENERAL STATISTICS

(A. P. WILSON, *Statistician*)

The following statistics have been compiled from information received from teachers, secretaries of school districts and official auditors:

During the year 1936-37, there were 5,935 rooms or departments in operation in 3,542 school districts with an enrolment of 167,950. Of this enrolment, 55,134 were in the rooms of 58 city and town schools, 6,401 in 18 separate schools, and 39,153 in the rooms of other graded schools. During the year 1935-36, there were 54,485 in the city and town schools, 5,990 in separate schools, and 41,901 in the rooms of other graded schools. The number of pupils in rural graded schools was 16,828. During 1936-37 there were 6,847 in 218 rooms in 60 consolidations. There were 67,262 pupils in 3,002 one-room schools.

The number of secondary grade rooms, including Technical and Commercial rooms, was 727, being an increase of 12 over the previous year. There were 357 rooms in which both elementary and secondary grade work was conducted, an increase of 7 over last year.

During the year 98.9% of the schools in operation, operated over 160 days, and the average number of days schools operated was 191.14. The average monthly percentage of attendance was 88.21 of the monthly enrolment. The increase in the upper grades as compared with the lower grades since 1912 (the year in which the 12-grade system was introduced) may be seen in the following table:

DEPARTMENT OF EDUCATION

PERCENTAGE OF ENROLMENT

Year	Grade I	Grades IX to XII	Grades VII to XII
1912	32.24	3.92	14.65
1913	32.08	4.09	14.50
1914	29.86	4.44	15.51
1915	25.54	5.38	17.19
1916	25.14	5.81	18.06
1917	24.87	5.62	18.45
1918	25.41	6.22	19.42
1919	26.05	6.52	20.39
1920	24.93	6.74	21.31
Jan.-June 1921	25.24	6.04	18.94
1921-1922	22.81	7.53	21.26
1922-1923	20.87	8.29	22.73
1923-1924	19.51	9.13	23.39
1924-1925	18.23	9.95	24.23
1925-1926	17.68	9.60	24.82
1926-1927	17.74	10.68	25.94
1927-1928	17.57	11.44	26.90
1928-1929	16.97	11.78	27.60
1929-1930	16.25	12.66	28.79
1930-1931	15.13	14.38	30.56
1931-1932	14.01	16.53	32.42
1932-1933	13.49	17.13	33.61
1933-1934	13.42	17.58	34.56
1934-1935	13.61	17.06	34.76
1935-1936	14.17	17.54	35.20
1936-1937	14.52	17.86	35.18

The percentage of pupils enrolled in Grade I in the year 1937 has increased .35% over the previous year, while the percentage of pupils in Grades VII to XII has decreased .02%. The percentage of enrolment of secondary grade pupils now stands at 17.86%, the highest in the history of the Province.

The percentage distribution by grades of pupils leaving school at the age of 15 years, since 1919 is as follows:

Year	Grades											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1919	2.20	2.30	2.20	4.80	7.70	12.90	29.10	26.60	8.40	3.10	2.00	.40
1920	.91	1.21	2.06	4.23	7.04	13.20	17.10	29.98	12.14	5.92	3.41	2.80
Jan.-Jun. 1921	1.12	1.05	3.92	6.09	9.91	16.84	19.16	33.55	6.65	1.47	.24	
1921-1922	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1922-1923	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.50	11.90	4.59	2.18	.40
1923-1924	.54	.90	2.46	3.36	5.47	9.06	20.94	32.87	14.48	7.36	2.47	.07
1924-1925	.39	.81	2.13	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926	.15	.35	1.16	2.10	6.65	10.21	17.24	34.69	15.20	10.53	1.46	.26
1926-1927	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928	.10	.20	.65	2.60	6.18	9.79	20.36	31.60	17.50	8.62	2.30	.10
1928-1929	.09	.17	.56	1.22	5.74	8.78	21.64	32.09	18.11	9.99	1.55	.06
1929-1930	.09	.13	1.02	1.69	6.78	8.86	21.23	33.62	17.96	6.58	1.95	.09
1930-1931	.13	.13	1.07	1.79	7.35	8.81	21.62	34.10	17.14	5.98	1.79	.09
1931-1932	.09	.31	.72	1.63	6.53	9.17	19.05	34.55	17.13	7.88	2.79	.15
1932-1933	.06	.18	.54	1.70	5.05	9.29	19.22	36.13	18.38	6.64	2.39	.42
1933-1934	.08	.11	.42	1.78	4.94	9.19	18.68	35.89	20.01	5.96	2.43	.51
1934-1935	.08	.08	.33	1.85	4.92	10.96	17.46	33.93	20.47	6.52	2.86	.54
1935-1936	.05	.10	.20	1.99	5.26	10.53	15.55	34.33	21.21	7.77	2.45	.46
1936-1937	.16	.28	.51	2.25	4.69	10.14	15.66	31.69	24.74	7.47	2.02	.39
Average for 19 yrs.	.45	.59	1.47	3.01	6.60	10.92	19.55	32.74	15.68	6.53	2.18	.37

The average number of days of operation in ungraded schools was 190.66 and in graded schools 193.24. The policy of paying assessment grants for the maximum of 200 days per year is undoubtedly assisting the smaller districts and enabling them to operate for 10 months each year. In the ungraded schools pupils attended on an average 144.64 days and in graded schools 160.73 days. In 1937 the cost of operation per pupil per day was .365 cents as compared with .421 cents in 1927, a decrease of 13%. In the same years the percentage proportionate of total attendance has increased from 75.22 in 1927 to 19.26 in 1937, an increase

of 5.5%. An important factor in the decreased cost of operation is the general lowering of teachers' salaries. Salaries, however, are slightly on the up-grade again as general conditions improve.

During the year 1936 there were 5,873 rooms in operation, with a total of 6,001 teachers employed, and in 1937 there were 5,935 rooms in operation and 6,130 teachers employed.

TABLE 1
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1927	Percent. of En- rolment	No. of Pupils June 30, 1936	Percent. of En- rolment	No. of Pupils June 30, 1937	Percent. of En- rolment
I	27,390	17.74	23,689	14.17	24,386	14.52
II	18,120	11.74	17,154	10.26	17,698	10.54
III	18,793	12.17	17,022	10.18	16,972	10.10
IV	18,126	11.74	16,835	10.07	16,577	9.87
V	16,722	10.83	17,201	10.29	16,850	10.03
VI	15,193	9.84	16,437	9.83	16,374	9.76
VII	12,118	7.85	15,314	9.16	15,145	9.03
VIII	11,430	7.41	14,216	8.50	13,925	8.29
IX	7,474	4.84	10,965	6.34	10,798	6.43
X	4,756	3.08	8,585	5.14	8,506	5.06
XI	3,165	2.05	5,914	3.59	6,426	3.82
XII	1,093	.71	4,131	2.47	4,293	2.55
Totals	154,380	100.00	167,193	100.00	167,950	100.00
Elementary Grades	137,892	89.32	137,868	82.46	137,927	82.14
Secondary Grades	16,488	10.68	29,325	17.54	30,023	17.86

In the totals for 1927, Private School pupils are included, but not in the totals for 1936 and 1937. The percentage of pupils in Secondary Grades has increased .32%.

TABLE 2
COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS
IN GRADED AND UNGRADED SCHOOLS

	Graded Schools	Ungraded Schools
Number of pupils enrolled	100,688	67,262
Aggregate days attendance of pupils	16,183,140	9,728,757
Daily average attendance of pupils	82,821.92	50,287.16
Percentage of attendance of total enrolment	82.26	74.76
Average number of days attended per pupil	160.73	144.64
Average length of school year	193.24	190.66
Classification: Grade I	12,199	12,187
Grade II	9,796	7,902
Grade III	9,141	7,831
Grade IV	8,979	7,598
Grade V	9,194	7,656
Grade VI	9,056	7,318
Grade VII	8,702	6,443
Grade VIII	8,186	5,739
Grade IX	7,802	2,996
Grade X	7,386	1,120
Grade XI	6,042	384
Grade XII	4,205	88
Total Attendance	100,688	67,262

The percentage of attendance in Ungraded Schools has increased .36% over last year and in Graded Schools has decreased .28%. The average length of school year in both cases has increased approximately 5 days. Ungraded schools are one-room schools, and are for the most part rural.

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TABLE 3
AVERAGE AGE OF PUPILS

Grade I	7.27
Grade II	8.33
Grade III	9.36
Grade IV	10.43
Grade V	11.44
Grade VI	12.39
Grade VII	13.28
Grade VIII	14.18
Grade IX	15.04
Grade X	16.19
Grade XI	17.06
Grade XII	18.06

TABLE 4

Ages	Total No. of Pupils	Percentage of Enrolment
5 years and under	255	.15
6 years	7,001	4.17
7 "	14,971	8.92
8 "	15,927	9.48
9 "	15,660	9.33
10 "	15,860	9.44
11 "	15,706	9.35
12 "	16,035	9.55
13 "	15,925	9.48
14 "	15,505	9.23
15 "	13,461	8.02
16 "	9,116	5.43
17 "	6,302	3.75
18 "	3,428	2.04
19 "	1,748	1.04
20 "	675	.40
21 years and over	375	.22
Total	167,950	100 00

Of the pupils enrolled, 12.89% are over the compulsory age limit of 15 years.

TABLE 5
DISTRIBUTION OF PUPILS BY SEX, GRADE AND AGE LAST BIRTHDAY—ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1937
(July 1st, 1936, to June 30th, 1937)

Grade	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	*Tot.
Grade I	Boys	125	3470	5623	2298	735	268	151	77	58	23	14	1	1	2				12846
	Girls	129	3395	5154	1878	564	211	90	55	26	22	10	4		1				11540
Grade II	Boys	64	1800	3898	1922	813	313	162	68	34	11	9	3	3		1			9109
	Girls	71	2180	3831	1550	562	190	101	52	34	11	4	4	5	2				8589
Grade III	Boys	1	69	1647	3531	1957	817	339	144	80	43	31	11	7		1			8666
	Girls	1	143	2103	3451	1597	578	243	102	49	31	10	7	1	2				8308
Grade IV	Boys		107	1585	3144	1819	930	435	194	87	194	87	21	3	1				8325
	Girls		107	1585	3144	1819	930	435	194	87	194	87	21	3	2				8252
Grade V	Boys		2	153	1968	3351	1598	654	2061	1044	503	239	37	4	4	1			8587
	Girls		6	149	1555	2984	1721	704	329	131	102	131	27	8	2				8263
Grade VI	Boys			5	178	1529	2865	2008	1130	736	323	253	61	11	5	1			8350
	Girls			6	236	1960	3009	1616	1898	793	323	253	61	11	5	1			8024
Grade VII	Boys			8	169	1481	2661	1714	2496	1794	705	146	133	26	7				7537
	Girls			1	5	303	1820	2879	1714	1794	705	146	133	26	7				7608
Grade VIII	Boys			11	11	205	1418	2722	1658	487	122	84	42	14	2				6793
	Girls			2	24	271	1827	2332	1961	1110	394	1012	394	442	84	22			7132
Grade IX	Boys					9	350	1587	2244	1012	394	1012	394	442	84	22			5098
	Girls					8	154	1289	1362	764	324	136	86	26	6				5700
Grade X	Boys					11	250	14	14	164	753	1032	899	366	138	86	26		3844
	Girls					11	250	14	14	164	753	1032	899	366	138	86	26		3844
Grade XI	Boys					20	234	1024	1235	533	232	97	50	2472					2472
	Girls					9	135	420	619	413	167	96	1862						1862
Grade XII	Boys					1	1												2431
	Girls					1	1												2431
Totals by Sex	Boys	125	3534	7492	7956	7928	7924	7795	8152	8072	7787	6774	4496	2931	1637	848	347	173	83971
	Girls	130	3467	7479	7971	7732	7936	7911	7883	7853	7718	6687	4620	3371	1791	900	328	202	83979
*Grand Totals		255	7001	14971	15927	15660	15860	15706	16035	15925	15505	13461	9116	6302	3428	1748	675	375	167950
Began Grade I during the year	Boys	119	3334	4873	1340	376	140	70	53	34	14	12	1	1	2				10369
	Girls	122	3287	4606	1234	324	125	55	36	19	19	8	4	4	1	1			9841
Repeated Grade I from last year	Boys	6	136	750	958	359	128	81	24	24	9	2							2477
	Girls	7	108	548	644	240	86	35	19	7	3	2							1699

TABLE 7
TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE, UNDER AGE,
NORMAL AND OVER AGE

	Number in each Grade			Total in each Grade	Percent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
Grade I.	254	17,642	6,490	24,386	1.04	72.35	26.61
Grade II.	136	11,709	5,853	17,698	.77	66.16	33.07
Grade III.	213	10,732	6,027	16,972	1.26	63.23	35.51
Grade IV.	262	10,048	6,267	16,577	1.58	60.61	37.81
Grade V.	353	9,679	6,818	16,850	2.10	57.44	40.46
Grade VI.	425	9,363	6,586	16,374	2.60	57.18	40.22
Grade VII.	487	8,841	5,817	15,145	3.22	58.38	38.40
Grade VIII.	514	8,463	4,948	13,925	3.69	60.78	35.53
Grade IX.	601	7,024	3,173	10,798	5.57	65.05	29.38
Grade X.	423	5,245	2,838	8,506	4.97	61.66	33.37
Grade XI.	432	4,074	1,920	6,426	6.72	63.40	29.88
Grade XII.	391	2,478	1,424	4,293	9.11	57.72	33.17
Totals	4,491	105,298	58,161	167,950	2.68	62.69	34.63

This is a recapitulation of Table 5. Pupils lose a great number of days even when schools are in operation as is shown in Table 22.

TABLE 8
TABLE SHOWING NUMBER AND PERCENTAGES OF PUPILS LEAVING SCHOOL
AT THE AGE OF 15 YEARS

Grade	No. of Pupils leaving School at the age of 15 years	Percent. of total enrol- ment leaving School at the age of 15 years	Percent. of total leaving School at the age of 15 years	Percent. of each grade leaving School at the age of 15 years
Grade I	6	.003	.16	.02
Grade II	11	.007	.28	.06
Grade III	20	.012	.51	.12
Grade IV	85	.05	2.25	.51
Grade V	181	.11	4.69	1.01
Grade VI	391	.24	10.14	2.38
Grade VII	604	.36	15.66	3.99
Grade VIII	1,222	.72	31.69	8.78
Grade IX	954	.57	24.74	8.83
Grade X	288	.17	7.47	3.38
Grade XI	78	.045	2.02	1.21
Grade XII	15	.008	.39	.35
Total	3,855	2 295	100.00	

There is a decrease in the number leaving school at the age of 15 years this year as compared with last year. The tendency of pupils to complete the Intermediate Course can be seen as the number leaving in Grade VIII continues to decrease, while Grade IX shows a slight increase.

TABLE 9
TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING
THE YEAR JULY 1st, 1936-JUNE 30th, 1937

Month	Possible Aggregate	Actual Aggregate	Percentage of attendance per month
July	22,138.5	19,296.5	87.16
August	72,803	83,036	86.58
September	3,268,515.5	2,861,618.5	87.55
October	3,075,660	2,810,612	91.38
November	2,905,155	2,657,416	91.47
December	2,470,616	2,219,619	89.84
January	2,742,976.5	2,172,039.5	79.18
February	2,877,092	2,404,161	83.56
March	2,869,263.5	2,561,145.5	89.26
April	3,071,144.5	2,741,480	89.27
May	2,808,680.5	2,530,149	90.08
June	3,194,041	2,871,324	89.90
Average Monthly Percentage of Attendance			88.21

The average monthly percentage of attendance shows an increase of 1.06% over last year. The prevalence of epidemics in sections of the Province in January resulted in a drop in the percentage for that month. Week by week records would be of more value than the monthly ones, but would be very difficult to secure.

TABLE 10
SCHOOL DISTRICTS

Number of School Districts in existence Dec. 31st, 1936, including the units in Consolidation	3,771
Number of Consolidations in existence, Dec. 31st, 1936	60
Number of School District Units in Consolidation, Dec. 31st, 1936	197
Number of School Districts established in 1937	56
Number of School Districts dissolved in 1937	
Number of School Districts in Province, Dec. 31st, 1937, including the units in Consolidation	3,827
Number of Consolidations in Province, Dec. 31st, 1937	60
Number of School District Units in Consolidation, Dec. 31st, 1937	197
Number of Rural High Schools in existence, Dec. 31st, 1937	17
Number of Units in Rural High Schools, Dec. 31st, 1937	81
Number of School Divisions in Province, Dec. 31st, 1936	11
Number of School Divisions erected in 1937	11
Number of School Divisions in existence, Dec. 31st, 1937	22
Number of Units in School Divisions, Dec. 31st, 1937	1,491

To obtain the number of schools that could operate, deduct the number of units in Consolidations from the number of school districts in the Province, Dec. 31st, 1937, and add the 60 consolidations. The Rural High Schools could also be added, as they are districts within districts.

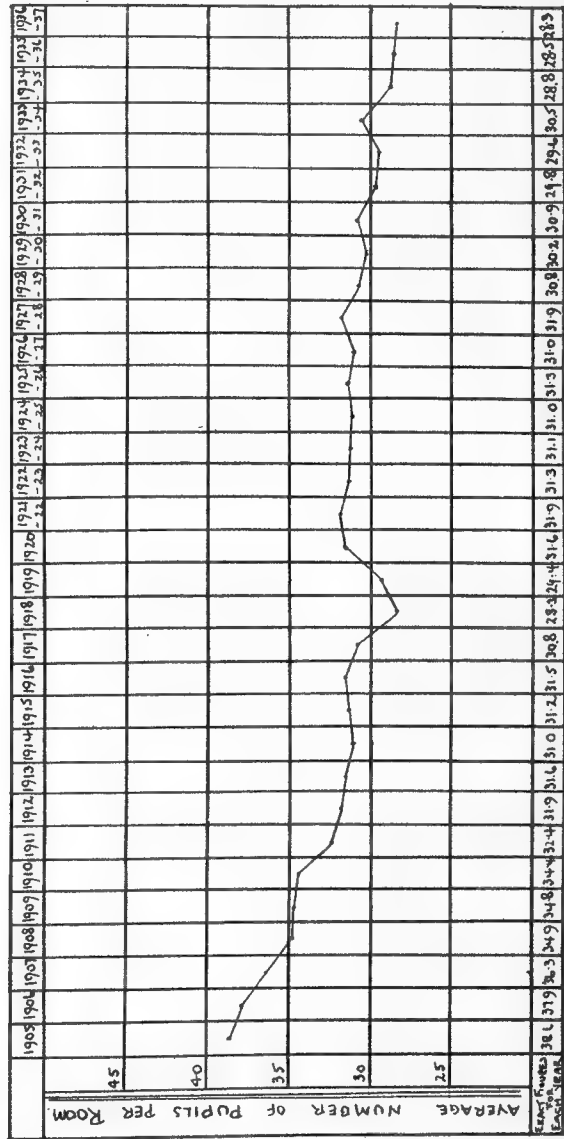
TABLE 11
ATTENDANCE OF PUPILS

	Enrolment	Number of Boys	Number of Girls	Aggregate Attendance	Average Attendance
City Schools	39,510	19,779	19,731	6,608,021	33,540.77
Town Schools	15,624	7,508	8,116	2,502,525	12,828.16
Separate Schools	6,401	3,011	3,390	1,008,565	5,202.15
Village Schools	14,985	7,447	7,538	2,370,311	12,165.75
Consolidated Schools	6,847	3,373	3,474	1,068,008	5,505.92
Rural High Schools	493	207	286	77,200	398.37
Rural Schools	84,090	42,646	41,444	12,277,267	63,467.96
Total	167,950	83,971	83,979	25,911,897	133,109.08

The average number of pupils enrolled per room was 28.3, a decrease of .2 from the previous year. The average attendance of pupils per room was 22.4, a decrease of .2 from the previous year.

TABLE 12. — GRAPH 1

DIAGRAM SHOWING NUMBER OF PUPILS PER ROOM IN
ALBERTA SCHOOLS FROM 1905-37 INCL.



DEPARTMENT OF EDUCATION

TABLE 13
STATEMENT SHOWING NUMBER OF SCHOOL DISTRICT UNITS IN DIVISION,
NUMBER OF ROOMS IN OPERATION, AND NUMBER OF PUPILS
ENROLLED BY DIVISIONS

No.	Name of Division	No. of S.D. Units in Division	No. of rooms in Operation	No. of Graded Schools	Total Enrol- ment	Average Attend- ance
1	Berry Creek	22	25	4	391	290.73
2	St. Mary's River	56	71	12	1,650	1,355.79
3	Foremost	115	94	1	1,216	972.51
4	Cypress	67	64	1	1,296	946.86
5	Tilley East	49	23	1	343	260.29
6	Taber	59	46	4	902	641.89
7	Lethbridge	66	73	11	1,834	1,387.56
8	Acadia	100	67	2	1,048	793.55
9	Sullivan Lake	91	59	1	891	647.96
10	Peace River	55	48	1	1,315	830.82
11	Lac Ste. Anne	69	78	5	2,035	1,474.80
Total		749	618	43	12,921	9,602.76

TABLE 14
PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN,
VILLAGE AND RURAL SCHOOLS

Period of Attendance	City and Town	Village	Rural	Total
Less than 20 days	787	350	1,954	3,091
Between 20 and 39 days	1,352	633	3,512	5,497
Between 40 and 59 days	1,225	615	3,784	5,624
Between 60 and 79 days	1,244	525	2,449	4,218
Between 80 and 99 days	1,183	501	2,499	4,183
Between 100 and 119 days	1,666	700	3,809	6,175
Between 120 and 139 days	2,364	1,092	5,968	9,424
Between 140 and 159 days	5,263	2,718	12,737	20,718
Between 160 and 179 days	16,311	7,313	26,489	50,113
Between 180 and 199 days	30,074	7,830	20,601	58,505
200 days and over	66	48	288	402
Totals	61,535	22,325	84,090	167,950

Of the pupils enrolled, 64.91% attended over 160 days, an increase of 5.68% over the previous year.

TABLE 15
TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR 1936-37

School	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	169	123.57	87.7
Edmonton	16,786	14,373.91	90.2
Calgary	15,510	13,221.68	91.3
Thibault	217	183.60	92.9
Macleod	337	294.83	93.5
Lethbridge	2,540	2,160.50	91.5
Medicine Hat	2,132	1,775.17	90.8
Fort Saskatchewan	222	178.46	88.1
National Park	402	310.33	88.9
Gleichen	192	156.30	90.9
Red Deer	791	577.14	87.2
Pincher Creek	210	174.95	90.5
High River	333	291.96	94.1
Okotoks	201	162.18	88.6
Innisfail	369	306.29	94.8
Olds	396	326.00	89.6
Lacombe	472	388.14	91.4
Wetaskiwin	478	406.93	93.6
Leduc	319	265.40	94.3
Ponoka	427	345.91	87.5
Cardston	618	520.89	93.1
Magrath	475	393.47	89.1
Blairmore	463	401.18	93.6
Didsbury	242	203.74	91.5
Raymond	796	656.50	91.9
Claresholm	360	304.36	91.3
Athabasca	165	127.14	86.2
Irvine	67	58.95	92.7
Taber	556	438.02	88.7
Stavely	129	108.46	89.8
Coleman	716	612.90	94.4
Granum	94	80.50	91.3
Camrose	687	592.32	93.0
Vermilion Centre	409	344.15	92.8
Stettler	368	297.83	89.7
New Vegreville	492	399.44	92.3
Daysland	177	140.61	89.8
Strathmore	163	144.05	93.1
Wainwright	287	217.69	91.2
Hardisty	163	119.37	84.9
Vulcan	316	256.28	89.4
Tofield	180	156.57	93.1
Carmangay	80	69.62	92.4
Brooks	228	175.60	84.2
Bassano	183	150.83	90.1
Castor	139	123.83	94.1
Youngstown	67	60.88	92.4
Redcliffe	217	188.67	90.2
Beverley	247	197.87	89.5
Edson	487	375.49	89.2
Coronation	196	166.08	93.3
Drumheller	1,273	1,025.44	88.7
Grande Prairie	357	278.89	84.5
Big Valley	175	136.07	89.1
Peace River	266	201.85	84.5
Hanna	386	306.89	89.4
Three Hills	269	221.87	90.2
Grouard	172	129.91	94.7
St. Paul	409	322.49	90.5
Calgary R. C. S.	1,642	1,367.95	91.0
Edmonton R. C. S.	2,862	2,310.96	91.2
Holy Cross R. C. S.	32	27.80	91.3
Lethbridge R. C. S.	567	496.38	90.2
Sacred Heart R. C. S.	42	33.68	89.0
St. Martin's R. C. S.	143	108.34	91.6
North Red Deer R. C. S.	156	127.13	89.7
St. Michael's R. C. S.	120	94.85	94.6
St. Louis R. C. S.	136	109.18	92.6
Theresetta R. C. S.	68	53.17	90.2
St. Joseph's R. C. S.	84	67.66	84.8
Wainwright R. C. S.	145	113.62	89.9

Average of monthly percentages of town schools during the year for the months actually operated was 90.61. This is a decrease of .16 from last year.

TABLE 17
PUPILS IN SECONDARY CLASS-ROOMS BY SEX, GRADE AND AGE IN CITY
AND TOWN SCHOOLS FOR THE YEAR 1936-37

Grade	Sex	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over	Tot.
Grade IX	Boys		1	1	82	562	849	539	261	46	13		1	2355
	Girls			1	126	685	974	469	239	44	14	2	4	2558
Grade X	Boys				5	65	550	822	476	234	122	79	21	2374
	Girls				4	101	673	859	527	277	113	53	34	2632
Grade XI	Boys					2	90	456	640	352	187	65	29	1821
	Girls					6	132	633	735	342	153	56	36	2093
Grade XII	Boys					1	6	78	288	439	308	123	88	1331
	Girls						11	147	413	564	314	111	90	1650
Totals by Sex	Boys		1	1	87	630	1495	1895	1665	1071	630	267	139	7881
	Girls			1	130	792	1790	2099	1914	1227	594	222	164	8933
Grand Totals			1	2	217	1422	3285	3994	3579	2298	1224	489	303	16814

TABLE 18
STATISTICS OF PUPILS 15 YEARS OF AGE AND OVER WHO LEFT DURING
THE SCHOOL YEAR 1936-37

Number of pupils leaving to attend:	Totals
(a) Normal Schools	314
(b) Universities and Institute of Technology and Art	303
(c) Business Colleges	399
(d) Other Schools	2,714
	3,730
Number of pupils who left the district (not included above)	2,477
Number who died	122
Number permanently at home owing to ill-health	431

NUMBER AT WORK

Grades	VII and under	VIII	IX	X	XI	XII	Tot.
Girls—							
At home	646	728	627	481	294	208	
In domestic service	69	70	69	65	49	38	
In shops and offices	1	7	16	65	97	48	
In factories	2	2	5		3		
Learning a trade	1	9	29	21	46	48	
In other occupations, such as delivering messages, etc. (specify)	3	6	13	14	6	19	
In occupations not known	9	15	32	47	51	97	
Totals	731	837	791	693	546	458	4,056

Boys—							
At home (farming, etc.)	920	854	622	392	204	132	
In shops and offices as clerks	6	12	33	83	76	90	
In factories, mines, etc.	5	6	9	11	22	19	
Learning a trade	12	16	37	47	48	45	
In other occupations, such as messengers, delivery boys, etc. (specify)	29	40	42	72	36	19	
In occupations not known	39	39	67	76	60	110	
Totals	1011	967	810	681	446	415	4,330

NUMBER NOT AT WORK

Girls	137	166	172	125	85	86	
Boys	146	141	133	109	44	56	
Totals	283	307	305	234	129	142	1,400
Grand Total							16,546

DEPARTMENT OF EDUCATION

TABLE 19
TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS
ACTUALLY OPERATED DURING THE YEAR

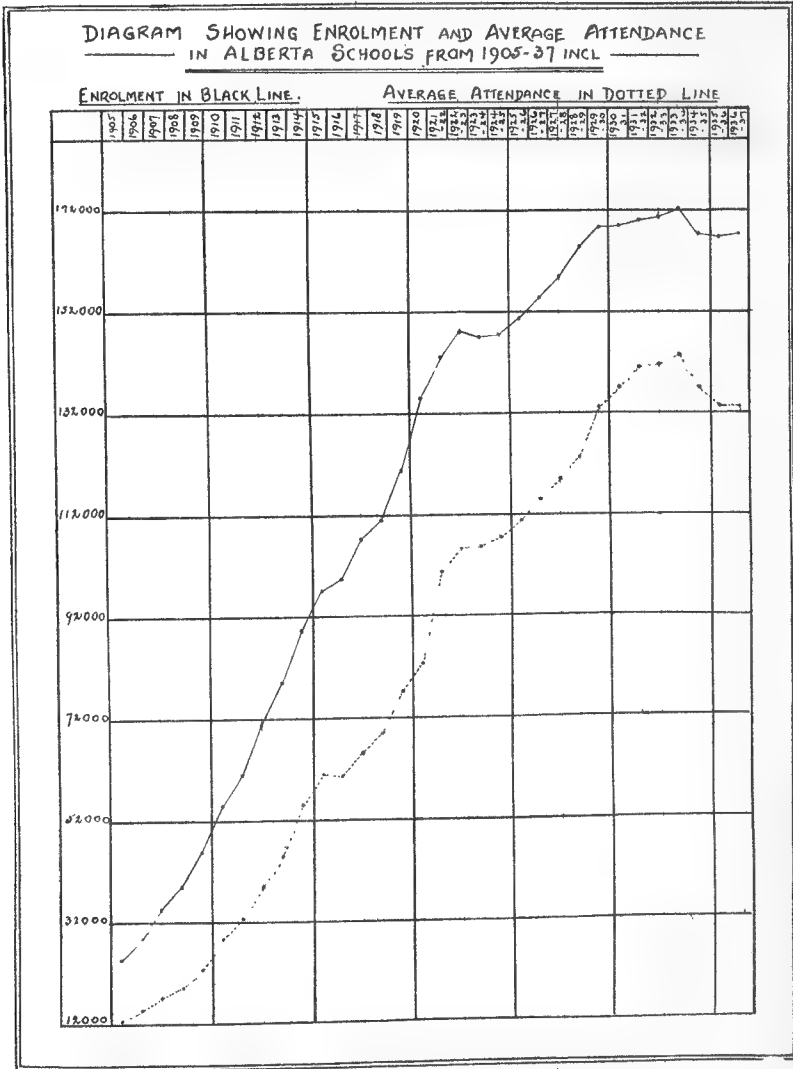
Period of Operation	City and Town	Village	Rural	Total
Less than 20 days				
Between 20 and 39 days			1	1
Between 40 and 59 days			5	5
Between 60 and 79 days			1	1
Between 80 and 99 days			2	2
Between 100 and 119 days			9	9
Between 120 and 139 days			4	4
Between 140 and 159 days			17	17
Between 160 and 179 days		5	152	157
Between 180 and 199 days	71	187	2,875	3,133
200 days and over	5	11	197	213
Totals	76	203	3,263	3,542

During the year 98.9% of the schools in operation, operated over 160 days. This is an increase of 5.75% over the previous year.

TABLE 20
NUMBER OF SCHOOLS IN OPERATION AT JUNE 30th, 1936, AND JUNE 30th, 1937,
AND NUMBER OF DEPARTMENTS IN EACH

School Districts having:	Total Schools		Total Departments	
	June 30, 1936	June 30, 1937	June 30, 1936	June 30, 1937
1 Department	2,962	3,002	2,962	3,002
2 Departments	306	314	612	628
3 " "	75	72	225	216
4 " "	50	54	200	216
5 " "	26	26	130	130
6 " "	17	21	102	126
7 " "	11	10	77	70
8 " "	6	3	48	24
9 " "	3	4	27	36
10 " "	6	6	60	60
11 " "	3	3	33	33
12 " "	8	7	96	84
13 " "	1	3	13	39
14 " "	2	3	28	42
16 " "	3	1	48	16
17 " "		1		17
18 " "	1		18	
19 " "	2	1	38	19
20 " "	2	3	40	60
21 " "		1		21
22 " "	1		22	
32 " "	1		32	
33 " "		1		33
47 " "	1		47	
48 " "		1		48
59 " "		1		59
60 " "	1		60	
64 " "	1		64	
66 " "		1		66
72 " "	1		72	
78 " "		1		78
388 " "		1		388
391 " "	1		391	
424 " "		1		424
428 " "	1		428	
Totals	3,492	3,542	5,873	5,935

TABLE 21



DEPARTMENT OF EDUCATION

TABLE 22

	1926-27	1935-36	1936-37
1. Aggregate number of days attended during the year	21,873,351.5	25,008,994	25,911,897
2. Average number attending each day	115,124.78	132,725.18	133,109.08
3. Average monthly percentage of attendance	86.56	87.15	88.21
4. Average number of days school was open during the year	188.40	178.84	191.14
5. Average number of days pupils attended during the year	141.66	149.59	154.22
6. Average number of days lost by pupils during the year	68.34	60.41	55.78
7. Percentage proportionate of total attendance to average attendance	75.22	79.38	79.26
8. Percentage proportionate of secondary to elementary grades	11.95	21.27	21.74

The average number of days attended by pupils has increased 4.63 days over the previous year. Pupils lost a great number of days due to epidemics in the month of January. The number of days lost by pupils is based on a school year of 210 days. The actual time lost by pupils is 19.31% of the time schools were in operation.

The average monthly percentage of attendance shows an increase of 1.06% over last year.

The percentage proportionate of secondary to elementary grades has increased .47% over last year.

Grades I to VIII are elementary and Grades IX to XII are secondary.

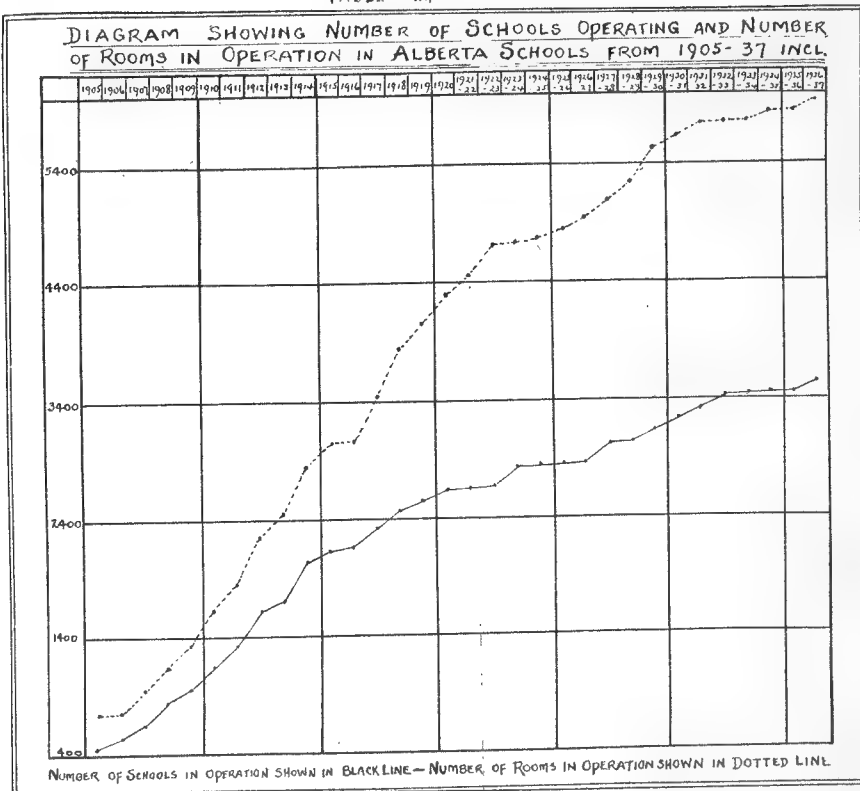
TABLE 23

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905 TO 1937 INCLUSIVE

Year	No. of S.D. in Existence	No. of S.D. in Operation	No. of Rooms in Operation	Percentage of S.D. in Operation	Average Length of School Year	Average Monthly Percentage of Attendance
1905	602	476	628	79.07	174.4	
1906	746	570	760	76.41	183.2	
1907	902	694	945	76.94	159.6	
1908	1,070	851	1,135	79.53	160.0	
1909	1,250	970	1,323	77.60	163.2	
1910	1,501	1,195	1,610	79.60	158.3	
1911	1,784	1,392	1,902	77.93	157.0	
1912	2,029	1,600	2,229	78.85	178.8	
1913	2,235	1,705	2,511	71.81	178.3	
1914	2,360	2,027	2,898	85.89	181.4	
1915	2,478	2,138	3,082	86.36	181.5	
1916	2,598	2,170	3,143	83.33	184.1	
1917	2,773	2,471	3,497	89.11	182.5	
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.00	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36
1928-29	3,640	3,242	5,345	89.07	187.9	87.28
1929-30	3,720	3,314	5,558	89.13	190.2	89.35
1930-31	3,755	3,346	5,624	88.94	192.7	89.99
1931-32	3,788	3,395	5,729	89.44	195.0	90.02
1932-33	3,734	3,451	5,796	90.66	192.5	88.69
1933-34	3,766	3,428	5,782	91.03	192.7	90.18
1934-35	3,812	3,449	5,815	90.48	184.6	88.46
1935-36	3,859	3,492	5,873	90.49	178.8	87.15
1936-37	3,926	3,542	5,935	90.22	191.1	88.21

Of the school districts able to operate, 95.55% were in operation. The total of 3,926 includes 197 units in consolidation and 22 divisions erected at the end of 1937.

TABLE 24



DEPARTMENT OF EDUCATION

TABLE 25
RECEIPTS AND DISBURSEMENTS
SUMMARY OF RECEIPTS AND DISBURSEMENTS OF SCHOOL DISTRICTS
FOR THE YEAR 1936

RECEIPTS	
Cash on hand January 1st, 1936	\$ 1,528,824.09
Proceeds from Debentures	24,623.75
Taxes Collected	7,540,419.43
Government Grants	1,390,237.57
Borrowed by Note	787,727.30
Pupils' Fees	134,475.23
Amount Advanced by Treasurers	2,352.13
Received from other Sources	173,301.16
	<u>\$11,581,960.66</u>
DISBURSEMENTS	
Teachers' Salaries	\$ 5,664,072.03
Officials' Salaries	261,669.46
Paid on Debentures	1,057,321.07
Paid on Notes (Renewals and Interest)	811,017.37
School Buildings and Repairs	455,244.55
School Grounds	70,202.96
School Furniture	83,490.92
Library and Reference Books	26,221.26
Apparatus and Equipment	37,334.37
Supplies and Stationery	235,517.93
Caretaking and Fuel	831,428.01
Insurance	63,927.75
Other Expenditures	597,680.50
Balance on hand December 31st, 1936	1,386,832.48
	<u>\$11,581,960.66</u>

TABLE 26
COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF
TOWN, VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1936

RECEIPTS	Town and Village Districts	Rural Districts
Cash on hand January 1st, 1936	\$ 605,610.80	\$ 923,213.29
Proceeds from Debentures	7,000.78	17,622.97
Taxes Collected	4,798,627.26	2,741,792.17
Government Grants	610,023.81	780,213.76
Borrowed by Note	721,876.77	65,850.53
Pupils' Fees	99,642.28	34,832.95
Amount Advanced by Treasurers	49.75	2,302.38
Received from other Sources	100,475.13	72,826.03
	<u>\$ 6,943,306.58</u>	<u>\$4,638,654.08</u>
DISBURSEMENTS		
Teachers' Salaries	\$ 3,274,262.49	\$2,389,809.54
Officials' Salaries	125,111.98	136,557.48
Paid on Debentures	892,411.18	164,909.89
Paid on Notes (Renewals and Interest)	717,440.99	93,576.38
School Buildings and Repairs	233,018.49	222,226.06
School Grounds	29,149.11	41,053.85
School Furniture	35,838.84	47,652.08
Library and Reference Books	9,146.59	17,074.67
Apparatus and Equipment	18,499.87	18,834.50
Supplies, Stationery, etc.	135,261.28	100,256.65
Caretaking and Fuel	541,153.96	290,274.05
Insurance	37,353.47	26,574.28
Other Expenditures	326,600.59	271,079.91
Balance on Hand December 31st, 1936	568,057.74	818,774.74
	<u>\$6,943,306.58</u>	<u>\$4,638,654.08</u>

TABLE 27
COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN,
VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1936

ASSETS	Town and Village Districts	Rural Districts
Cash on hand December 31st, 1936	\$ 568,057.74	\$ 818,774.74
Arrears of Taxes Due	3,618,930.96	4,607,412.87
Estimated Value of Land and Buildings	13,712,062.14	6,679,450.61
Estimated Value of Furniture and Apparatus	1,557,874.91	1,556,885.93
Estimated Value of School Libraries	92,683.51	271,595.62
Other Assets	1,107,073.93	255,880.14
	<u>\$20,656,683.19</u>	<u>\$14,189,999.91</u>
LIABILITIES		
Teachers' Salaries	\$ 50,337.47	\$ 254,277.30
Debenture Indebtedness	8,381,410.43	978,183.12
Outstanding Accounts	843,467.82	841,546.34
Amounts Due Treasurers	17.05	1,205.03
Excess of Assets over Liabilities	11,381,450.42	12,114,788.12
	<u>\$20,656,683.19</u>	<u>\$14,189,999.91</u>

TABLE 28
COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL
SCHOOL DISTRICTS FOR THE YEAR 1936

ASSETS	
Cash on hand December 31st, 1936	\$ 1,386,832.48
Arrears of Taxes Due	8,226,343.83
Estimated Value of Land and Buildings	20,391,512.75
Estimated Value of Furniture and Apparatus	3,114,760.84
Estimated Value of School Libraries	364,279.13
Other Assets	1,362,954.07
	<u>\$34,846,683.10</u>
LIABILITIES	
Teachers' Salaries	\$ 304,614.77
Debenture Indebtedness	9,359,593.55
Outstanding Accounts	1,685,014.16
Amounts Due Treasurers	1,222.08
Excess of Assets over Liabilities	23,496,238.54
	<u>\$34,846,683.10</u>
Total Insurance on Property	<u>\$18,564,625.00</u>

TABLE 29
COMPARATIVE COST ON EDUCATION

	1926-27	1935-36	1936-37
IN ALL SCHOOLS:			
Cost per pupil per year according to enrolment	\$ 59.18	\$ 54.54	\$ 54.79
Cost per pupil per year according to average attendance	79.37	68.63	69.14
Average cost per pupil for each day in attendance	.421	.361	.365
IN UNGRADED SCHOOLS:			
Cost per pupil per year according to enrolment	55.40	42.62	44.53
Cost per pupil per year according to average attendance	82.50	57.31	59.56
Average cost per pupil for each day in attendance	.448	.304	.306
IN GRADED SCHOOLS:			
Cost per pupil per year according to enrolment	61.83	62.08	61.65
Cost per pupil per year according to average attendance	77.66	75.22	74.96
Average cost per pupil for each day in attendance	.394	.399	.384
IN TOWN AND VILLAGE SCHOOLS:			
Cost per pupil per year according to enrolment	51.91	49.55	49.47
Cost per pupil per year according to average attendance	66.97	60.08	60.58
Average cost per pupil for each day in attendance	.338	.315	.317
IN CITY SCHOOLS:			
Cost per pupil per year according to enrolment	77.14	80.85	79.87
Cost per pupil per year according to average attendance	90.70	95.07	94.06
Average cost per pupil for each day in attendance	.456	.514	.478
IN CONSOLIDATED SCHOOLS:			
Cost per pupil per year according to enrolment	88.05	71.60	76.58
Cost per pupil per year according to average attendance	117.08	86.57	91.57
Average cost per pupil for each day in attendance	.591	.458	.472
IN RURAL HIGH SCHOOLS:			
Cost per pupil per year according to enrolment		64.85	69.50
Cost per pupil per year according to average attendance		81.14	86.12
Average cost per pupil for each day in attendance		.424	.444

TABLE 30
TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND
COST PER PUPIL BASED ON ENROLMENT AND ON AVERAGE ATTENDANCE

Year	Total Disbursements	Actual Cost of Operation	Average Cost per Pupil Based on Enrolment	Actual Cost per Pupil Based on Average Attendance
1905	\$ 477,906.28			
1906	422,006.25			
1907	1,793,952.86			
1908	2,393,681.25			
1909	2,735,858.20			
1910	3,362,393.33			
1911	5,025,773.48			
1912	6,667,281.81			
1913	8,684,186.04	\$ 3,211,542.71	\$40.28	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.40	9,466,675.00	59.50	79.49
1928-29	13,036,865.26	10,086,501.00	61.18	81.66
1929-30	14,396,549.42	10,697,549.00	63.64	80.69
1930-31	14,050,523.50	11,017,869.00	65.24	80.58
1931-32	12,122,345.98	10,522,137.00	61.61	75.35
1932-33	11,495,119.68	10,134,592.00	59.96	73.66
1933-34	10,028,939.39	9,295,551.00	55.03	66.80
1934-35	10,349,898.76	9,070,715.00	54.07	66.59
1935-36	10,159,111.07	9,119,641.00	54.54	68.63
1936-37	10,195,128.18	9,203,091.00	54.79	69.14

TABLE 31
TEACHERS' SALARIES, 1936-37 IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
Academic and High School Male	115	\$3,480.00	\$ 500.00	\$1,717.14
Academic and High School Female	109	3,300.00	600.00	1,701.53
First Male	1,236	4,000.00	500.00	1,177.80
First Female	2,048	3,300.00	450.00	920.87
Second Male	667	2,800.00	400.00	894.21
Second Female	1,831	2,500.00	450.00	893.70
Third Male	19	870.00	450.00	661.58
Third Female	30	850.00	500.00	665.33
Special and Vocational Male	59	3,900.00	1,100.00	2,188.90
Special and Vocational Female	16	3,000.00	750.00	1,900.00

DEPARTMENT OF EDUCATION

TABLE 32
AVERAGE SALARY OF TEACHERS

	No. of Teachers, 1936-37	Salaries, 1926-27	Salaries, 1936-37
Average Salary per year paid in Rural Schools	3,789	\$1,033.57	\$ 752.07
Average Salary per year paid in Urban Schools	2,311	1,584.31	1,414 76
Average Salary per year paid in Town Schools	1,501	1,771.79	1,647 85
Average Salary per year paid in Village Schools	399	1,271.80	1,008 53
Average Salary per year paid in Separate Schools	192	1,048 65	1,063.27
Average Salary per year paid in Consoli- dated Schools	227	1,250.26	961 29
Average Salary per year paid in Rural High Schools	22		1,073.86
Average Salary per year paid in All Schools	6,130	1,244.01	1,004.16

TABLE 33
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-37 INCLUSIVE

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets Over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	924	742	144	\$ 928,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.23	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,084	10,104.32	8,819.44	582,222.64	1,468	1,066	168	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,815.51	1,815	1,245	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,643	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.56	1,672,525.93	3,298	2,236	217	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.33	28,552.69	2,050,697.01	3,978	2,360	124	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,218	2,489	129	13,834,839.12	111,839.97	6,836,241.52
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,607	2,624	135	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,085.54	5,133	2,773	149	14,468,014.29	150,690.62	9,069,982.43
1918	48,800	62,229	28,961.28	39,527.37	2,860,351.67	5,652	2,964	191	14,863,976.33	191,387.86	8,827,683.37
1919	53,238	68,329	31,334.04	43,441.56	3,560,317.58	4,902	3,106	142	15,892,920.05	224,971.07	9,990,849.44
1920	59,886	75,864	34,935.05	47,481.63	4,371,508.02	5,014	3,215	109	16,824,719.25	252,691.19	11,573,173.18
1921	*56,361	*67,967	*39,122.17	*50,179.18	5,213,011.25	5,320	3,301	86	18,055,485.21	301,364.86	12,558,363.17
1921-22	66,211	76,691	41,892.60	58,621.94	5,428,826.20	5,787	3,367	73	18,442,012.68	331,581.11	13,294,175.25
1922-23	67,730	80,315	44,110.73	61,253.16	5,411,486.95	5,669	3,388	27	18,068,293.17	337,289.08	14,580,843.29
1923-24	67,455	79,918	44,138.26	61,713.88	5,443,247.53	5,727	3,409	24	18,651,314.66	364,403.00	15,415,937.14
1924-25	68,175	79,621	44,709.80	63,170.36	5,477,156.27	5,864	3,431	22	18,651,314.66	366,113.20	17,270,654.21
1925-26	68,971	81,555	49,826.69	64,918.03	5,899,839.00	5,135	3,463	40	19,028,647.66	363,982.03	17,185,184.00
1926-27	73,942	80,438	49,826.69	65,298.09	5,899,839.00	5,300	3,515	50	19,028,647.66	369,992.98	17,982,511.66
1927-28	76,081	83,005	51,470.05	67,613.96	6,243,085.22	5,815	3,571	59	20,957,119.68	379,106.19	18,618,336.17
1928-29	77,665	87,185	53,803.64	69,676.29	6,586,973.98	5,827	3,640	75	22,399,686.67	381,024.94	19,606,227.19
1929-30	79,335	88,741	57,809.26	74,763.75	6,847,412.54	5,705	3,720	81	23,595,361.43	377,499.52	20,850,105.71
1930-31	80,116	88,614	61,266.27	75,466.72	6,741,826.03	5,844	3,755	81	23,251,971.83	381,971.83	21,676,640.17
1931-32	81,438	89,357	62,769.84	76,883.34	6,406,996.78	5,760	3,788	35	19,095,491.88	378,338.70	18,811,741.41
1932-33	83,384	88,061	64,210.35	75,625.98	5,734,956.41	6,050	3,734	20	18,424,568.96	368,557.00	19,358,778.66
1933-34	84,793	87,247	66,299.76	75,570.14	5,613,780.88	5,912	3,766	33	20,491,602.43	358,234.93	22,226,912.37
1934-35	84,099	87,440	64,672.32	71,440.05	5,668,078.81	5,911	3,812	53	18,777,598.98	362,187.78	21,387,642.06
1935-36	83,858	83,335	63,213.42	69,511.76	5,664,072.03	6,001	3,859	40	20,391,512.75	364,279.13	23,496,238.54
1936-37	84,090	83,860	63,467.96	69,641.12		6,130	3,926	56			

*For the June Term only.

TABLE 34
SCHOOL DISTRICTS ESTABLISHED DURING 1937

Name	No.	Date of Establishment	Township	Range	Meridian
Moose Lodge	4754	January 7th	53	17-18	5th
Gourin	4755	January 7th	67	16-17	4th
Battle River Prairie	4756	January 7th	91-92	22-23	5th
Peace View	4757	January 7th	83-84	22-23	5th
Smoky Forks	4758	January 7th	82-83	22-23	5th
Silver Hill	4759	January 7th	87-88	23-24	5th
Brissen	4760	January 7th	86-87	23-24	5th
Peace Heights	4761	January 7th	80-81	25-26	5th
East Shaftesbury	4762	January 7th	82	23-24	5th
Brownvale	4763	January 7th	82	25-26	5th
Dorisville	4764	January 22nd	74-75	23-24	5th
Buster Creek	4765	January 22nd	41	7-8	5th
South Beiseker	4766	January 22nd	27	25-26	4th
Carbondale	4767	February 1st	55	24	4th
Peace Grove	4768	February 6th	85	4-5	6th
New Rockport	4769	February 23rd	6	18-19	4th
Lone Deer	4770	March 8th	41-42	5-6	5th
Highland Creek	4771	March 10th	81-82	5-6	6th
Gordondale	4772	March 23rd	78-79	10-11	6th
Castle Park	4773	March 23rd	60	13	4th
Willowvale	4774	April 8th	77-78	6-7	6th
Riversvale	4775	April 22nd	69-70	9-10	6th
Peaceful Valley	4776	May 8th	45-46	1-2	5th
White Clover	4777	May 25th	63-64	24-25	4th
McDougall	4778	May 25th	47	7	5th
Athabina	4779	May 25th	65-66	2-3	5th
Caslan	4780	June 10th	65	17	4th
South Noral	4781	June 10th	64-65	16-17	4th
Seba Beach	4782	June 28th	53	5-6	5th
Rocky Ridge	4783	July 7th	63-64	4-5	4th
Keg River	4784	August 5th	101-102	23-24	5th
Northern Pride	4785	August 9th	61	5	6th
Circle Hill	4786	August 11th	14	17	4th
Carolside	4787	September 17th	26	11-12-13	4th
Sunnynook	4788	September 17th	27	11-12-13	4th
Rose Lynn	4789	September 17th	28-29	11-12-13	4th
Square Deal	4790	September 17th	26-27	9-10	4th
Crocus Plains	4791	September 17th	27-28	9-10	4th
Aspen Dale	4792	October 8th	70	9	6th
Pipestone Creek	4793	October 8th	70	8	6th
Beaverton	4794	October 8th	62-63	9	4th
Chip Lake	4795	October 15th	54-55	9-10	5th
Spruce Hill	4796	November 24th	46-47	5	5th
South Hills	4797	November 24th	55-56	14-15	5th
West Point	4798	November 24th	46	7	5th
Westmark	4799	November 25th	76	7	6th
Locksley	4800	December 8th	21-22-23	10-11	4th
Bartman	4801	December 8th	24-25	9-10-11	4th
Cessford	4802	December 8th	21-22-23	12-13	4th
Brown	4803	December 8th	22-23-24-25	13-14-15	4th
Pollockville	4804	December 8th	24-25	12	4th
Connorsville	4805	December 8th	26	14-15	4th
Lonebutte	4806	December 8th	27	14-15-16	4th
Northwest	4807	December 8th	28-29	14-15-16	4th
Birch Grove	4808	December 22nd	64-65	14	4th
Sleepy Valley	4809	December 22nd	41	5-6	5th

TABLE 35
REPORT OF PRIVATE SCHOOLS, ELEMENTARY AND SECONDARY, FOR THE
SCHOLASTIC YEAR ENDING JUNE 30, 1937

Number of Colleges Reporting

42

	Male	Female	Total
No. of Teachers in Residence	67	82	149
No. of Teachers not in Residence	30	35	65
No. of Pupils in Residence	781	799	1,580
No. of Pupils not in Residence	752	1,262	2,014
No. of Pupils also enrolled in Publicly Controlled Schools	30	16	46
No. of Pupils doing work of Elementary Grades	734	874	1,608
No. of Pupils doing work of Secondary Grades	500	621	1,121
No. of Pupils doing special work only	299	566	865
Total Enrolment		3,594	
Average Attendance		3,207.15	
Average number of days school operated		196.92	
Length of Course in Years		4 to 14 years	
Schools under control of			
(a) Church		19	
Corporation		7	
Society		3	
Private Individuals		13	
(b) Religious Denominations		28	
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